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after-school programs	arts and crafts	excursions	social program
weekend programs	community service program	music program	speech and dramatics

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Youth Services is a school-connected recreation program which extends the educational process into the recreational setting. Activities take place after school, on weekends, and on holidays. They include arts and crafts, camping, civic experiences, clubs, music, physical and social activities, special events, and sports. The program serves adults, children, and youth. It provides for: mental, moral, physical, and spiritual development; community, group, and individual participation; varied and wholesome recreation, and civic, patriotic, and social training. Programs are offered at 500 school sites.

The program cooperates with other community agencies to provide a continually expanding recreational program. Qualified personnel from the school system are assigned to positions of leadership. All personnel undergo inservice training.

Each program is described in terms of objectives, characteristics, and activities for each age group. Weekly recreational programs are suggested for elementary and junior high school playgrounds, and for secondary school youth and adults during vacations and after school. A program is also suggested for vacation and weekend recreational camping for junior high youth and adults. The role of recreation services is discussed in reference to the problems of rapid growth in an expanding community.

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SPLAYS DRAMATICS EXHIBITS FESTIVALS
FILMS FISHING FOLK DANCING FUN NIGHT
GOLF GYMNASTICS HOBBY GROUPS HOLIDA
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AMENTS TRIPS TRACK AND FIELD VOLLEY
BALL WATERMELON FEEDS WINTER SPORTS
YOUTH FORUMS BEACH TRIPS BOWLING

OUR SCHOOLS AND
RECREATION

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PROGRAMS LEAGUES MODERN DANCE MU
SIC OPERATION SNOWBUNNY OUTDOOR EDUC
ATION PAINTING PHOTOGRAPHY PLAYDAYS

Return to
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72 Capitol Avenue, Room 455
Sacramento 14, California

YOUTH SERVICES SECTION
LOS ANGELES CITY SCHOOLS

OUR SCHOOLS AND RECREATION

THE YOUTH SERVICES PROGRAM
OF THE
LOS ANGELES CITY SCHOOLS

School-Sponsored Recreation for All

- Children
- Youth
- Adults

Under the Community Recreation Act

LOS ANGELES CITY SCHOOLS
Division of Instructional Services
Publication No. GC-12
1963

APPROVED:

EVERETT CHAFFEE
Associate Superintendent
Division of Instructional Services

FOREWORD

Shorter work days, time- and labor-saving devices, and inauguration of daylight saving are some of the factors which have contributed to an increase in leisure time. In addition, population growth, change, and mobility and increasing numbers of children and retired persons have emphasized the need for a greater variety of recreational facilities and services.

Evidence indicates that wise use of leisure time enriches both the individual and his community. Participation in recreational activities puts zest into everyday living, for these activities are as much a part of life as socialization, employment, and education. It is the modern view of community recreation that various public and private agencies must provide a wholesome variety of recreational services and facilities. School-directed recreation activities make an important contribution to this over-all program.

Our Schools and Recreation describes the progress made by the Los Angeles City Schools in the development and expansion of recreational facilities and services. It is hoped that this publication will provide in-service guidance to the men and women now actively engaged in this program. Our Schools and Recreation should also prove informative to persons not acquainted with the Youth Services activities in this school system.

EVERETT CHAFFEE
Associate Superintendent
Division of Instructional Services

ACKNOWLEDGMENTS

Our Schools and Recreation has been developed through the coordinated efforts of numerous school personnel.

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JOHN L. MERKLEY
Supervisor-in-Charge
Youth Services Section

LAWRENCE E. HOUSTON
Administrator
Physical Education, Safety, and
Youth Services Branch

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WHAT IS YOUTH SERVICES?

YOUTH SERVICES IS A SCHOOL-CONNECTED RECREATION PROGRAM

YOUTH SERVICES includes

- Arts and Crafts
- Camping
- Civic Experiences
- Clubs
- Music
- Physical Activities
- Social Activities
- Special Events
- Sports

YOUTH SERVICES continues beyond the school day

- After School
- Evenings
- Holidays
- Vacations
- Weekends

YOUTH SERVICES uses such facilities as

- Auditoriums
- Classrooms
- Gymnasiums
- Mountain Camps
- Playgrounds
- Stadiums
- Swimming Pools

YOUTH SERVICES cooperates with

- Business Groups
- Church-Sponsored Youth Groups
- Civic Agencies
- Coordinating Councils
- Labor Unions
- Parent-Teacher Associations
- Service Clubs
- Social Agencies
- Welfare Councils
- Youth-Serving Agencies

YOUTH SERVICES is supported by

- Participant Fees
- Tax Funds

YOUTH SERVICES serves

- Adults
- Children
- Youth

YOUTH SERVICES EXTENDS THE EDUCATIONAL PROCESS INTO THE RECREATIONAL SETTING

THE YOUTH SERVICES PROGRAM OF THE LOS ANGELES CITY SCHOOLS AS A CONTINUATION OF THE EDUCATIONAL PROCESS PROVIDES OPPORTUNITY FOR . . .

. . . . DEVELOPMENT

- . Mental
- . Moral
- . Physical
- . Spiritual

. . . . PARTICIPATION

- . Community
- . Group
- . Individual

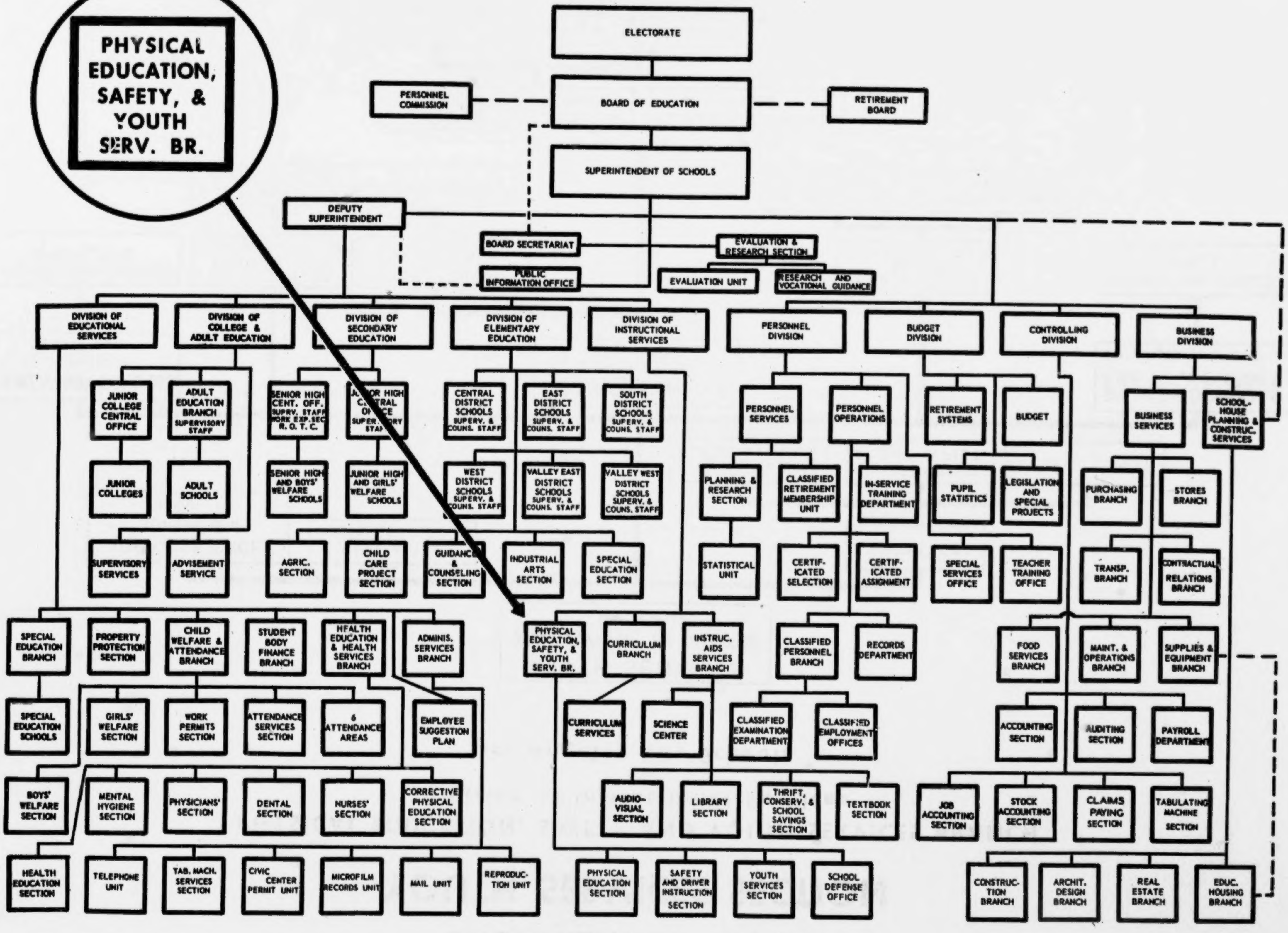
. . . . RECREATION

- . Enjoyable
- . Varied
- . Wholesome
- . Year-Round

. . . . TRAINING

- . Civic
- . Patriotic
- . Social

LOS ANGELES CITY SCHOOLS
Organization Chart


PHYSICAL EDUCATION, SAFETY, & YOUTH SERV. BR.
ELECTORATE
PERSONNEL COMMISSION
BOARD OF EDUCATION
RETIREMENT BOARD
SUPERINTENDENT OF SCHOOLS
DEPUTY SUPERINTENDENT
BOARD SECRETARIAT
PUBLIC INFORMATION OFFICE
EVALUATION & RESEARCH SECTION
EVALUATION UNIT
RESEARCH AND VOCATIONAL GUIDANCE
DIVISION OF EDUCATIONAL SERVICES
DIVISION OF COLLEGE & ADULT EDUCATION
DIVISION OF SECONDARY EDUCATION
DIVISION OF ELEMENTARY EDUCATION
DIVISION OF INSTRUCTIONAL SERVICES
PERSONNEL DIVISION
BUDGET DIVISION
CONTROLLING DIVISION
BUSINESS DIVISION
JUNIOR COLLEGE CENTRAL OFFICE
ADULT EDUCATION BRANCH SUPERVISORY STAFF
SENIOR HIGH CENT. OFF. SUPRV. STAFF WORK EXP. SEC R. O. T. C.
JUNIOR HIGH CENTRAL OFFICE SUPERVISORY STAFF
CENTRAL DISTRICT SCHOOLS SUPERV. & COUNS. STAFF
EAST DISTRICT SCHOOLS SUPERV. & COUNS. STAFF
SOUTH DISTRICT SCHOOLS SUPERV. & COUNS. STAFF
PERSONNEL SERVICES
PERSONNEL OPERATIONS
RETIREMENT SYSTEMS
BUDGET
BUSINESS SERVICES
SCHOOL-HOUSE PLANNING & CONSTRUC. SERVICES
JUNIOR COLLEGES
ADULT SCHOOLS
SENIOR HIGH AND BOYS' WELFARE SCHOOLS
JUNIOR HIGH AND GIRLS' WELFARE SCHOOLS
WEST DISTRICT SCHOOLS SUPERV. & COUNS. STAFF
VALLEY EAST DISTRICT SCHOOLS SUPERV. & COUNS. STAFF
VALLEY WEST DISTRICT SCHOOLS SUPERV. & COUNS. STAFF
PLANNING & RESEARCH SECTION
CLASSIFIED RETIREMENT MEMBERSHIP UNIT
IN-SERVICE TRAINING DEPARTMENT
PUPIL STATISTICS
LEGISLATION AND SPECIAL PROJECTS
PURCHASING BRANCH
STORES BRANCH
SUPERVISORY SERVICES
ADVISEMENT SERVICE
AGRIC. SECTION
CHILD CARE PROJECT SECTION
GUIDANCE & COUNSELING SECTION
INDUSTRIAL ARTS SECTION
SPECIAL EDUCATION SECTION
STATISTICAL UNIT
CERTIF-ICATED SELECTION
CERTIF-ICATED ASSIGNMENT
SPECIAL SERVICES OFFICE
TEACHER TRAINING OFFICE
TRANSP. BRANCH
CONTRACTUAL RELATIONS BRANCH
SPECIAL EDUCATION BRANCH
PROPERTY PROTECTION SECTION
CHILD WELFARE & ATTENDANCE BRANCH
STUDENT BODY FINANCE BRANCH
HEALTH EDUCATION & HEALTH SERVICES BRANCH
ADMINIS. SERVICES BRANCH
PHYSICAL EDUCATION, SAFETY, & YOUTH SERV. BR.
CURRICULUM BRANCH
INSTRUC. AIDS SERVICES BRANCH
CLASSIFIED PERSONNEL BRANCH
RECORDS DEPARTMENT
FOOD SERVICES BRANCH
MAINT. & OPERATIONS BRANCH
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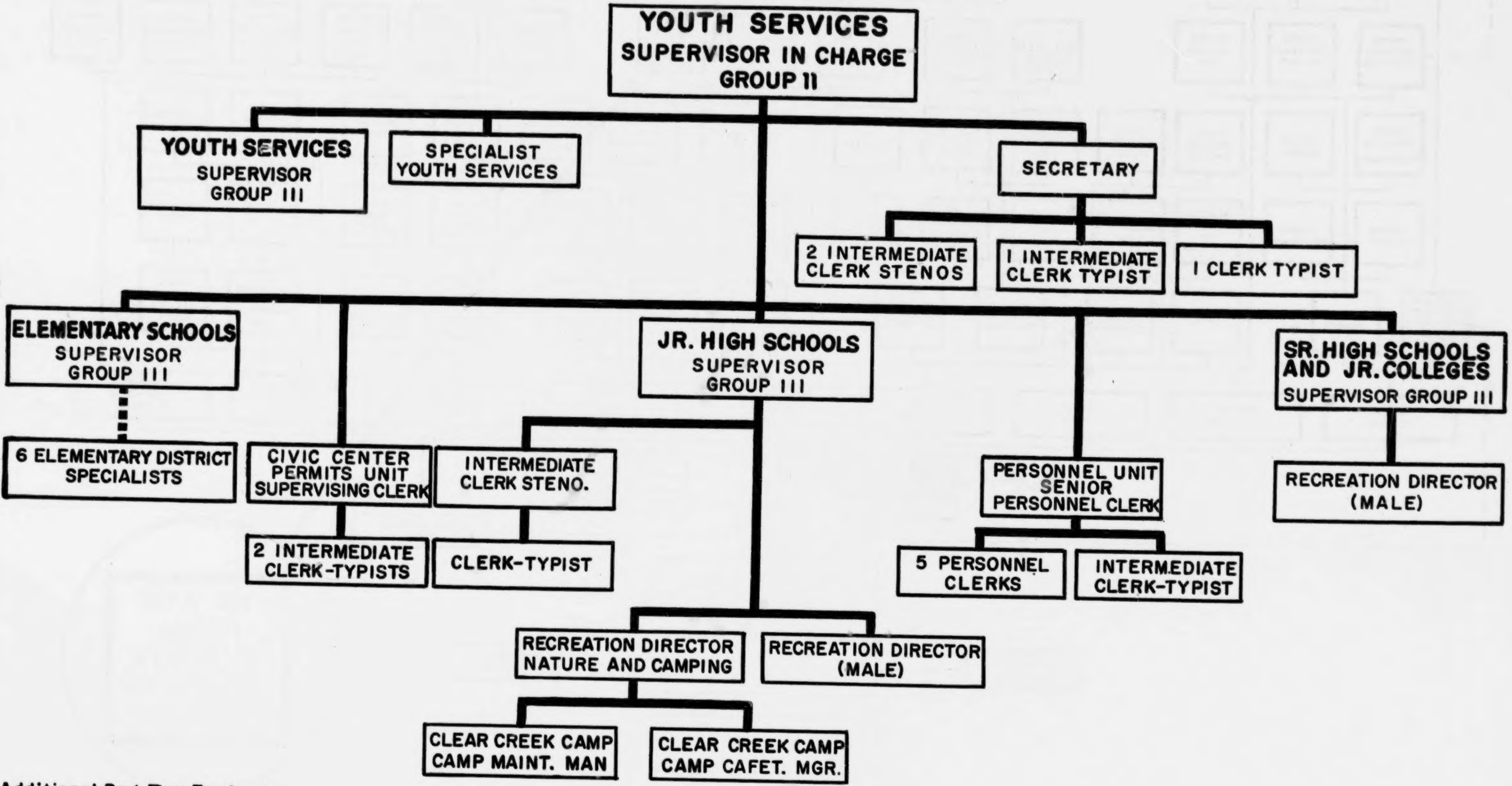
CURRICULUM SERVICES
SCIENCE CENTER
CLASSIFIED EXAMINATION DEPARTMENT
CLASSIFIED EMPLOYMENT OFFICES
ACCOUNTING SECTION
AUDITING SECTION
PAYROLL DEPARTMENT
BOYS' WELFARE SECTION
MENTAL HYGIENE SECTION
PHYSICIANS' SECTION
DENTAL SECTION
NURSES' SECTION
CORRECTIVE PHYSICAL EDUCATION SECTION
AUDIO-VISUAL SECTION
LIBRARY SECTION
THRIFT, CONSERV. & SCHOOL SAVINGS SECTION
TEXTBOOK SECTION
JOB ACCOUNTING SECTION
STOCK ACCOUNTING SECTION
CLAIMS PAYING SECTION
TABULATING MACHINE SECTION
HEALTH EDUCATION SECTION
TELEPHONE UNIT
TAB. MACH. SERVICES SECTION
CIVIC CENTER PERMIT UNIT
MICROFILM RECORDS UNIT
MAIL UNIT
REPRODUC-TION UNIT
PHYSICAL EDUCATION SECTION
SAFETY AND DRIVER INSTRUCTION SECTION
YOUTH SERVICES SECTION
SCHOOL DEFENSE OFFICE
CONSTRUC-TION BRANCH
ARCHIT. DESIGN BRANCH
REAL ESTATE BRANCH
EDUC. HOUSING BRANCH

ORGANIZATION CHART

YOUTH SERVICES SECTION

PHYSICAL EDUCATION, SAFETY AND YOUTH SERVICES BRANCH
Division of Instructional Services

Los Angeles City Schools


YOUTH SERVICES SUPERVISOR IN CHARGE GROUP II
YOUTH SERVICES SUPERVISOR GROUP III
SPECIALIST YOUTH SERVICES
SECRETARY
2 INTERMEDIATE CLERK STENOS
1 INTERMEDIATE CLERK TYPIST
1 CLERK TYPIST
ELEMENTARY SCHOOLS SUPERVISOR GROUP III
6 ELEMENTARY DISTRICT SPECIALISTS
CIVIC CENTER PERMITS UNIT SUPERVISING CLERK
2 INTERMEDIATE CLERK-TYPISTS
JR. HIGH SCHOOLS SUPERVISOR GROUP III
INTERMEDIATE CLERK STENO.
CLERK-TYPIST
RECREATION DIRECTOR NATURE AND CAMPING
RECREATION DIRECTOR (MALE)
CLEAR CREEK CAMP CAMP MAINT. MAN
CLEAR CREEK CAMP CAMP CAFET. MGR.
PERSONNEL UNIT SENIOR PERSONNEL CLERK
5 PERSONNEL CLERKS
INTERMEDIATE CLERK-TYPIST
SR. HIGH SCHOOLS AND JR. COLLEGES SUPERVISOR GROUP III
RECREATION DIRECTOR (MALE)

Additional Part-Time Employees
Specialize in Aquatics, Arts and
Crafts, Athletics, and Dramatics

Personnel Commission Classification and Organization Chart. 1961-1962

INTRODUCTION

THE YOUTH SERVICES FUNCTION

THE LOS ANGELES CITY SCHOOL SYSTEM BELIEVES IN RECREATION.

The Roles of Public Schools in Recreation

The Recreational Philosophy of the Los Angeles City Schools

YOUTH SERVICES ACTIVITIES ARE PLANNED, PURPOSEFUL, AND POSITIVE.

INTRODUCTION: THE YOUTH SERVICES FUNCTION

The Los Angeles City School System Believes in Recreation.

THE ROLES OF PUBLIC SCHOOLS IN RECREATION*

- The public schools should educate for the worthy use of leisure.
- The public schools should give recreation a vital place in their program.
- School districts should provide recreation services and facilities and opportunities for public recreation, as they are permitted and encouraged to do under California law.
- Schools should help pupils to learn essential skills and to participate in recreation activities that they will continue to enjoy throughout their lives.
- The public schools should articulate instruction and recreation.
- The public schools should improve teaching and learning through teacher-pupil relationships in the recreation setting.
- Principals of schools should provide leadership in the school-connected recreation program.
- School district personnel should supervise recreation for which school facilities are used.
- School boards administering school-connected and school-community recreation programs should give priority in appointment of administrative recreation personnel to those with both school certification and professional qualifications in recreation.

---

*From The Roles of Public Education in Recreation, California Association for Health, Physical Education, and Recreation and the California State Department of Education. See the Recreation Policy Statement of American Association for Health, Physical Education, and Recreation, p. 60.

- **The public schools should coordinate and mobilize community resources for recreation.**

- **The public schools should assume leadership in cooperative planning of recreation facilities.**

- **School districts should take the necessary steps to secure suitable and adequate facilities for recreation.**

- **The total recreation program should be planned so that maximum return is secured for the money spent in financing the program.**

- **The elementary school plant should be used as a neighborhood recreation center.**

- **The high school plant should be used as a community recreation center.**

- **The junior college plant should be used as a regional recreation center.**

- **School districts providing facilities for outdoor conservation and natural science education should consider extended use of the facilities for recreation during weekends and vacation periods.**

THE RECREATIONAL PHILOSOPHY OF THE LOS ANGELES CITY SCHOOLS*

- That each person will think and act creatively in some phase of the arts, sciences or humanities as part of his personal life, his vocation, and his civic participation. The individual who is accomplishing this purpose, in accordance with his age, ability, and experience:

  Makes creative use of leisure time

- That each person may learn to live and work harmoniously with others. The individual who is accomplishing this purpose acts, in accordance with his age, ability, and experience, in such ways as these:

  Participates with family members in leisure activities

  Has deep concern for the welfare of the community; uses some of his leisure time to participate in constructive group efforts, keeping a balance between them and pursuits which yield satisfaction to the individual

  Practices sportsmanship, both as a participant and a spectator

- That each person will develop and maintain physical and mental health. The individual who is accomplishing this purpose acts, in accordance with his age, ability, and experience, in such ways as these:

  Develops toward his own maximum of good health and physical fitness by understanding basic facts about health, including the relations between physical and mental health, and by maintaining desirable health practices

  Includes wholesome physical activities among balanced recreational pursuits; engages in various sports at different age levels; acquires skills in some recreational activities in youth that he may enjoy all his life

---

*Point of View (1961 Revision. Los Angeles City Schools: Publication No. 470).

SECTION I

ORGANIZATION

THE LOS ANGELES CITY SCHOOL SYSTEM PRACTICES WHAT IT BELIEVES.

Legal Bases for the Program

Highlights of Five Decades

Present Practices

Facing Up to the Future

Meeting the Basic Needs of the Individual

Meeting the Recreational Needs of the Community

Utilizing Trained Leadership

Sample Qualifications of Youth Services Personnel

The Youth Services Program Utilizes All Available Areas and Facilities

The Youth Services Program Serves Many Groups

THE YOUTH SERVICES PROGRAM HELPS PROVIDE DIVERSIFIED RECREATION FOR A GROWING POPULATION .

Section I

ORGANIZATION

The Los Angeles City School System Practices What It Believes.

LEGAL BASES FOR THE PROGRAM

Authorization to Practice	. The Youth Services Program operates under Division 12, Chapter 6, Section 16651-16664 of the California Education Code. These laws, referred to as the "Community Recreation Act," include authorization of public school districts to organize, promote, and conduct programs of community recreation.
Authorization for Special Tax	. Provisions for developing and means of financing such a program are permitted under Division 16, Chapter 3, Article 3, Section 20801, of the California Education Code. By a "Community Services Tax," each school district in California -- elementary, secondary, or junior college -- is enabled to levy up to 5 cents per district (or up to 10 cents in a unified district) for each $100 of assessed valuation for purposes of community recreation. This tax is separate from and may be levied in addition to the maximum school tax rate levied for instructional purposes.
Authorization for Use of School Property	. The California Education Code also provides in Division 12, Chapter 4, Section 16551-16566, "Use of School Property for Public Purposes," that a civic center be established in every public school building and grounds where citizens, Parent-Teacher Associations, and youth groups may meet and engage in supervised recreational activities. The pertinent section is commonly referred to as the "Civic Center Act."

HIGHLIGHTS OF FIVE DECADES

1911 . The Municipal Recreation Department operated a few school playgrounds during vacation periods.

1914 . After-school playground service for elementary school children in the Los Angeles City Schools was authorized at 20 playgrounds by the Board of Education.

1921 . The program conducted by the Los Angeles City Schools at some 30 schools had been extended beyond playground activities to include after-school dramatics, crafts, and storytelling. In addition, participation of adults in the program was increasing.

1925 . The Los Angeles City Schools assumed responsibility for operating all school playgrounds, on a year-round basis, acting under authority of the Civic Center Act of 1917. The program was financed through a separate appropriation set up by the Board of Education for this purpose. In 1925, the Outdoor Education Program also had its beginnings with the development and inauguration of a program of "camp-classrooms" at Clear Creek School Camp.

1942 . Salaries and expenses paid from the special recreation fund amounted to $200,583.

1945 . The present YOUTH SERVICES SECTION of the Los Angeles City Schools was created to meet the need for expanded services as a result of the rapid increase in the size and population of the school district.

Now . Although 30 years ago the Los Angeles City Schools provided a limited program conducted primarily after school on playgrounds, the present Youth Services Program consists of highly diversified activities for persons of all ages.

PRESENT PRACTICES

Numbers Served	The present Youth Services Program provides activities for more than 10 million attendance units per year.
Use of Facilities	Recreational programs are offered at more than 500 school sites throughout the Los Angeles City School Districts, from the San Fernando Valley to the Harbor area.
Swimming Program	Available pools are being utilized to capacity both day and night.
Gym Activities	Extensive use is being made of gymnasiums throughout the districts. Additional facilities are being provided at new and existing schools.
Transportation	New frontiers are being opened for youngsters in experimental programs of community recreation through assessment of minimal participant fees for bus transportation without which certain valuable recreational-educational excursions would not be possible.

FACING UP TO THE FUTURE

Continuous Growth	As the community of Los Angeles continues to -attract a greater number of people -encourage new business enterprises -draw large industries to the West Coast -experience a shorter work week -increase in the number of permanent residents -grow more urban through technological advancement it is evident that additional needs will arise for the wholesome use of increased millions of leisure-time hours.
Expanded Program	The Los Angeles City Schools Youth Services Section must continually revise its philosophy and expand its program, facilities, and personnel to meet the ever-increasing demand of a growing, changing population.

MEETING THE BASIC NEEDS OF THE INDIVIDUAL

We all need to:

- Learn to live and work harmoniously with others
- Grow in knowledge and skills and in ability to think effectively in order to make wise decisions and take intelligent action
- Develop and maintain physical and mental health

It is the purpose of the Youth Services Program of the Los Angeles City Schools, in accordance with sound educational and recreational philosophy, to meet the following fundamental needs.

- Emotional Satisfactions

We all need	The Youth Services Program provides
Recuperation from fatigue Release of tensions Security Sense of achievement Sense of physical well-being Temporary release from frustrating problems	Continuous recreational opportunities throughout the year Wholesome sublimation through a variety of recreational activities

- Intellectual Satisfactions

We all need	The Youth Services Program provides
Creative experiences Problem-solving experiences Reading interests Opportunities for self-expression	A wide variety of opportunities for active mental stimulation Experiences through which individuals may derive relaxation and knowledge

- Physical Satisfactions

We all need	The Youth Services Program provides
Body growth and development Maintenance of health Acquisition of physical skill Play Relaxation Release of physical energy	Situations in which individuals can develop and maintain habits of healthful living and physical efficiency Activities that will improve body mechanics, poise, posture, and bearing Development of a wide variety of neuromuscular skills which benefit leisure-time activities

- Social Satisfactions

We all need	The Youth Services Program provides
Acceptance by others Belonging Companionship Mutual aid Recognition Service Acquisition of social skills	A variety of recreational activities in which each individual may be accepted as an integral part of a group Guidance for the purpose of aiding individuals in considering the rights of others, sharing and conceding graciously, and settling differences of opinion amicably

MEETING THE RECREATIONAL NEEDS OF THE COMMUNITY

The Youth Services Program seeks to achieve its objectives by

- Enabling residents of the community to participate in, enjoy, and benefit from a year-round recreational program
- Assuring safe and healthful conditions for recreational activities
- Making community living more meaningful, enjoyable, and satisfying
- Providing opportunities for activities which are typically American
- Inculcating moral and spiritual values and ethical principles
- Aiding each individual, through constructive recreation, in becoming a more effective citizen in a democracy
- Cooperating with other community agencies of the city toward providing a continually expanding recreational program

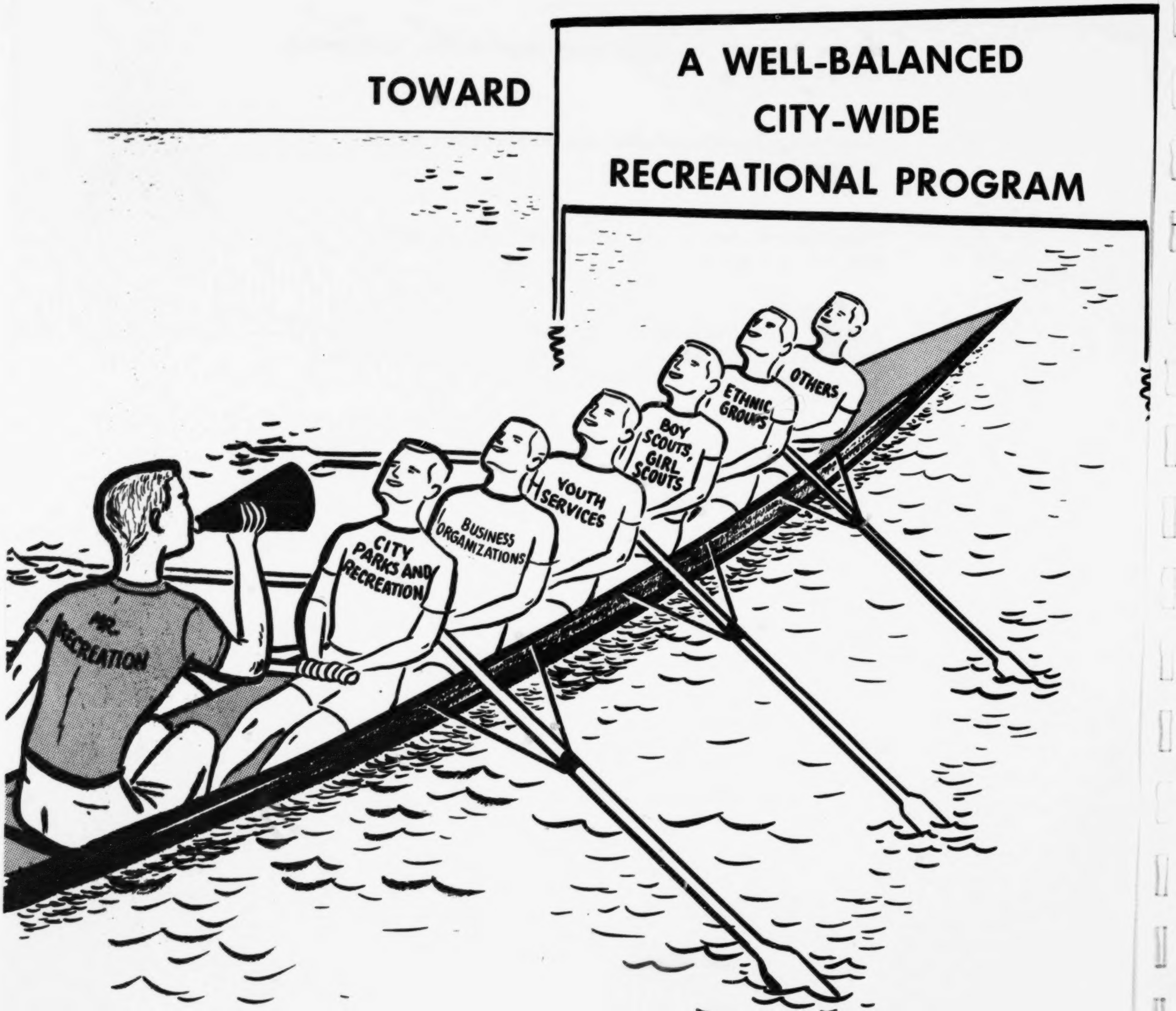
YOUTH SERVICES

PULLS TOGETHER

WITH OTHER COMMUNITY AGENCIES

TOWARD

A WELL-BALANCED
CITY-WIDE
RECREATIONAL PROGRAM


MR. RECREATION
CITY PARKS AND RECREATION
BUSINESS ORGANIZATIONS
YOUTH SERVICES
BOY SCOUTS, GIRL SCOUTS
ETHNIC GROUPS
OTHERS

UTILIZING TRAINED LEADERSHIP

- **Selection**

  Qualified recreation personnel in the school system are assigned to positions of leadership in the Youth Services Program after school hours. The minimum educational requirement for recreation directors or playground directors is three years of college. However, many of the recreation personnel are certificated teachers, some of whom have master's degrees. Personnel assigned on a full-time basis are required to pass competitive examinations.

- **Classification of Personnel**

  Recreation personnel who receive assignments during after-school hours are classified as follows: physical education supervisors, Youth Services supervisors, specialists, recreation directors, playground directors, recreation pool directors, camping directors, play leaders, student workers, and life guards. Both full-time and part-time personnel provide leadership for Youth Services activities. On the average, there are 3500 persons employed throughout the year by the Youth Services Section of the Los Angeles City Schools.

- **In-Service Training**

  Recreation personnel employed after school hours, including those assigned full-time and part-time, take part in a comprehensive, continuous, in-service training program. This program in no sense attempts to substitute for professional education but rather continues the learning process by stimulating thought, strengthening weaknesses, and encouraging improvement. Participation in general recreation courses, conferences, institutes, staff meetings, and library research are other ways by which Youth Services recreation personnel continue to grow to meet the needs of the citizens of an ever-changing community.

- **Volunteer Service**

  The Youth Services Section encourages the enlistment of qualified volunteer recreation leaders. Every community has men and women of talent, leisure, and personality who can assist with the program. This volunteer leadership is not limited to adults, for many boys and girls display a desire and capacity to assist. Wherever volunteer service is used, supervisory guidance is constantly maintained by the professional staff.

SAMPLE QUALIFICATIONS OF YOUTH SERVICES PERSONNEL

	Supervisor in Charge Supervisors Specialists	Full-Time Recreational Employees	Part-Time Recreational Employees	Volunteer Workers
Academic Background	Supervisor in Charge - A doctorate in education and/or recreation. Other Supervisors - Advanced studies in education and recreation toward a doctorate. Specialists - Advanced studies in education and recreation.	College graduate with a major in recreation or related studies.	Certificated teachers with bachelor's degrees; not necessarily recreation background.	Varied
Other Qualifications	Wide experience in public and private recreational programs as well as in the school program. Instrumental in recreational legislation on local, state, and national levels. Experienced in public relations.	Active participation in community affairs. Hobbyists. Special ability in working with children.	Well trained from standpoint of understanding the physical, emotional, intellectual, and social needs of youth. Recreational background from in-service training.	Parents, service club members, and other volunteers who have a genuine interest in youth. Generally have experience working with own children and with Boy Scout or other youth-serving groups.
Experience with Youth Services Program of Los Angeles City Schools (or outside of L.A.)	Supervisors - 10 - 20 years Specialists - 5 - 10 years	5 - 10 years	Interest in Youth Services Program for at least 5 years. Participation in program primarily as another means of serving youth.	First-hand knowledge of program through participation for at least one year.
Position attained through:	Competitive examination or evaluation.	Competitive examination or evaluation.	Oral interview and written evaluation.	Oral interview; demonstration of personal interest.
Duties	Administers the best recreation program possible in accordance with established Board of Education policies. Keeps abreast of the newest recreational trends to satisfy further the needs of youth. Maintains the Youth Services Program in accordance with established aims, objectives, policies, and purposes.	Organizes, leads, and promotes the total recreation program at the local recreation center. Utilizes the abilities of part-time employees for the benefit of the total program.	Plans, organizes, and leads various activity groups under the direction of the recreation director.	Works as part of the team with regular employees. Interests community in recreational activities. Helps promote community projects that Youth Services could not promote alone. Provides additional leadership within the regular program.

THE YOUTH SERVICES PROGRAM UTILIZES ALL AVAILABLE AREAS AND FACILITIES

- **Types of facilities**

  Nearly all of the elementary school, secondary school, and junior college grounds, buildings, stadiums, and pools are used to some degree during the year.

  The Los Angeles City Schools maintain a mountain camp which is used by elementary school children on week days throughout the year. Outdoor education is provided during school months, and recreational activities are scheduled during the summer. Secondary school pupils visit the camp on weekends throughout the year. Pupils in the 7th and 8th grades participate on week days in the summer months. Beach camp facilities are used for recreational camping by elementary school children during the summer only.

- **Use of Facilities**

  As the enrollment of the school system increases, the activities of the Youth Services Program are in correspondingly greater demand by pupils. In addition, community groups utilize the facilities when space and the regular Youth Services Program permit. All or part of the facilities may be used in the Youth Services Program. Auditoriums, libraries, art rooms, music rooms, and gymnasiums serve a variety of activities. The dynamic program, designed to help meet the recreational needs of the school districts' large population is utilizing a constantly increasing number of school and college facilities.

THE YOUTH SERVICES PROGRAM SERVES MANY GROUPS

- **Groups Served**

Members of many different adult groups (ethnic, church, athletic, recreational, civic, and business) make use of the recreational facilities provided by the Los Angeles City Schools. Throughout the school districts on any given night, folk and square dancers, athletic teams representing business firms, and groups sponsored by various religious organizations will be participating in many recreational activities. More and more of these groups are also participating in the regular Youth Services Program.

SECTION II

OBJECTIVES AND ACTIVITIES

THE LOS ANGELES CITY SCHOOL SYSTEM PROVIDES A COMPREHENSIVE PROGRAM OF RECREATION.

Planning and Implementing the Program

Youth Services Around the Clock

Youth Services Throughout the Year

Arts and Crafts Program

Citizenship and Community Service Program

Club Program

Day Camp and Excursion Program

Music Program

Physical Recreation Program

Recreational Camping Program

Social Program

Special Events Program

Speech and Dramatics Program

YOUTH SERVICES APPEALS TO EACH INDIVIDUAL
ACCORDING TO AGE, INTEREST, AND ABILITY.

Section II

OBJECTIVES AND ACTIVITIES

The Los Angeles City School System Provides a Comprehensive Program of Recreation.

PLANNING AND IMPLEMENTING THE PROGRAM

The Youth Services Program of the Los Angeles City Schools provides pleasurable leisure-time experiences for individuals within the community during after-school hours on week days, on weekends, and throughout vacation periods.

- **Necessity for Varied Program**

  Because the Youth Services Program is conducted at several hundred locations within an area of more than 800 square miles, it must provide a variety of activities to meet the particular needs of each area. The hours scheduled for each type of activity are frequently adjusted within certain communities because of local weather conditions, lighting facilities, hours of employment, budget appropriations, clientele, and age levels of participants. When the basic schedule is altered for any of these reasons, the structure of the program itself is not necessarily changed. The same varied activities are offered during a condensed or expanded period of time.

- **Training of Personnel**

  Summer recreation personnel at the elementary school level participate in weekly in-service meetings to improve their effectiveness and to learn about new activities connected with the program.*

- **Suggested Use of General Programs**

  The recreation director will select those activities which are most appropriate for the local program. With the aid of the persons who will engage in the program, a schedule of events is planned which will help satisfy the recreational needs of many individuals in the community.

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*See "Fact Sheet on the Elementary School Youth Services Program in the Los Angeles City Schools, p. 73.

- **Use of Director's Special Interests**

It has become apparent that the recreation personnel who conduct the most successful, well-rounded community programs have varied backgrounds in recreational activities. Usually, they also have special interests in either a phase of the existing program or in hobbies which, although not included in the regular program, are frequently emphasized to enrich the program and provide additional motivation.

Directors are most effective when they have personal enthusiasm. The success which they achieve in a particular field enhances and strengthens the entire program.

- **Use of Facilities**

Although the Youth Services Program is designed to meet the recreational needs of persons of all ages, school-age youth have a greater opportunity to engage in recreational activities. Therefore, most of the Youth Services Program is geared to their needs. For example, a recreation center which functions at an elementary school site after school, on weekends, and during vacations is primarily intended for children of elementary school age. There may be, however, secondary school youth or adults who also would enjoy the use of such a facility. When this is the case, the director should alter or enlarge the program, if possible, to provide recreational opportunities for all individuals coming to the center, regardless of age level.

- **A Pictorial Overview of Youth Services Activities**

The outlines of recreational categories and activity lists provided in this section will assist recreation directors in planning and implementing local programs.

YOUTH SERVICES

HISTORY
PHYSICAL EDUCATION
OUTDOOR EDUCATION
FOLK DANCING
LANGUAGE ARTS
HEALTH EDUCATION
CIVICS
HOME ECONOMICS
CITIZENSHIP
MATHEMATICS
WRITING
READING

MODERN DANCE
PAINTING
DRAWING
SCIENCE
WOODWORKING
SINGING
ATHLETICS
SWIMMING
CONCERTS
SKETCHING
ZOOLOGY
ASTRONOMY

12
1
2
3
4
5
6
7
8
9
10
11

REGULAR SCHOOL DAY
EXTENDED THROUGH
AFTER SCHOOL RECREATION PROGRAM

SPORTS NIGHT
SOCIAL DANCING
SPECIAL EVENTS
MUSIC
CITIZENSHIP ACTIVITIES
PHYSICAL RECREATION
SWIMMING
DRAMA
DAY CAMP
FAMILY NIGHT
SCIENCE ACTIVITIES
HOBBIES

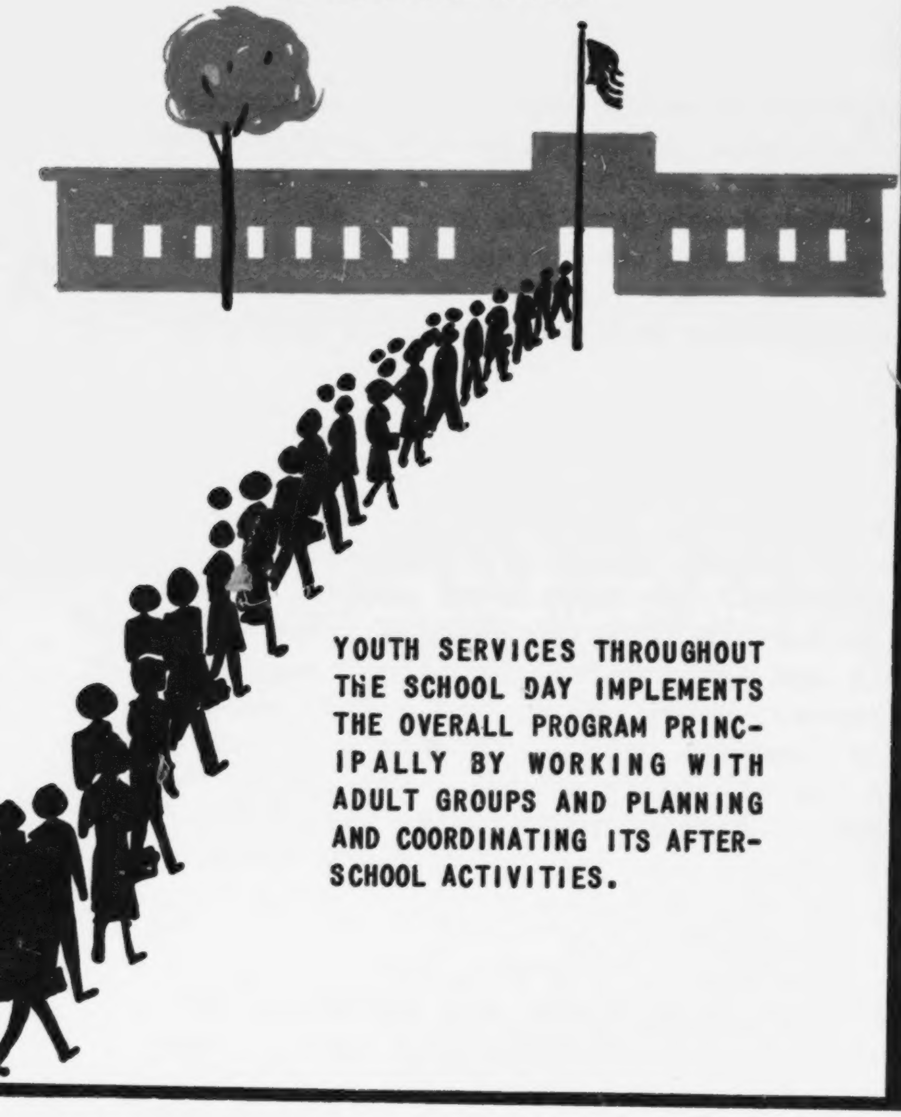
QUIET GAMES
SOCIAL ACTIVITIES
RECREATION CAMPING
ARTS, CRAFTS
PHYSICAL GAMES
PLAY ACTING
MOVIES
RHYTHMS
SINGING
CLUBS
STORY TELLING

AROUND THE CLOCK

YOUTH SERVICES THROUGHOUT THE YEAR

REGULAR DAY SCHOOL

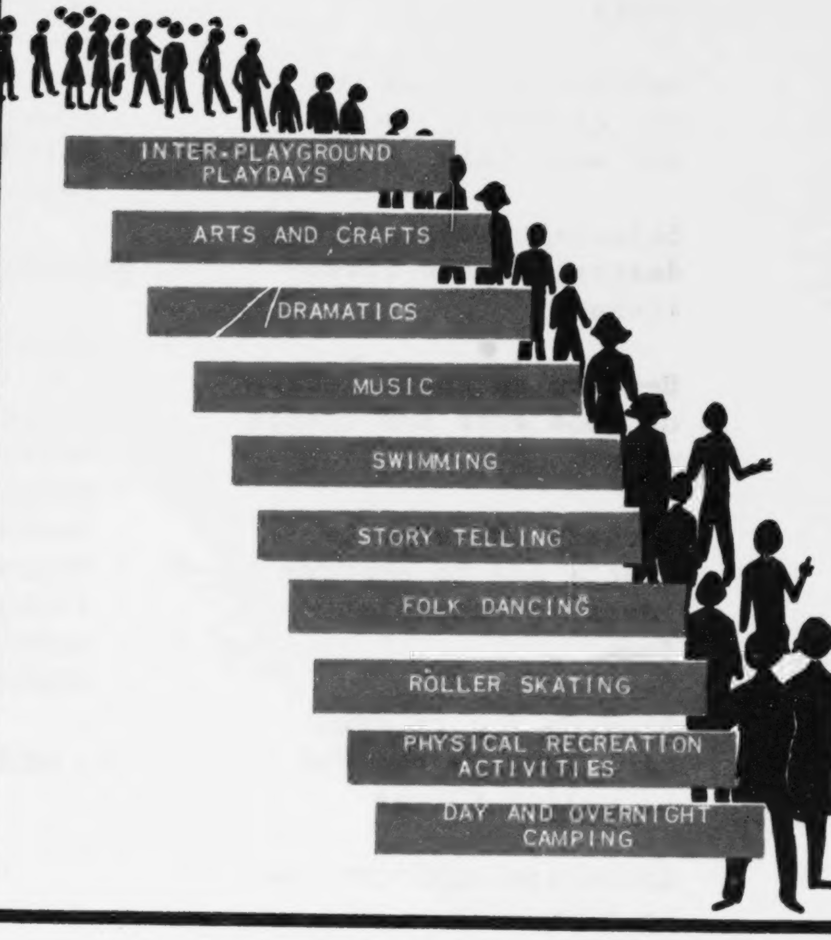
SEPTEMBER-JUNE



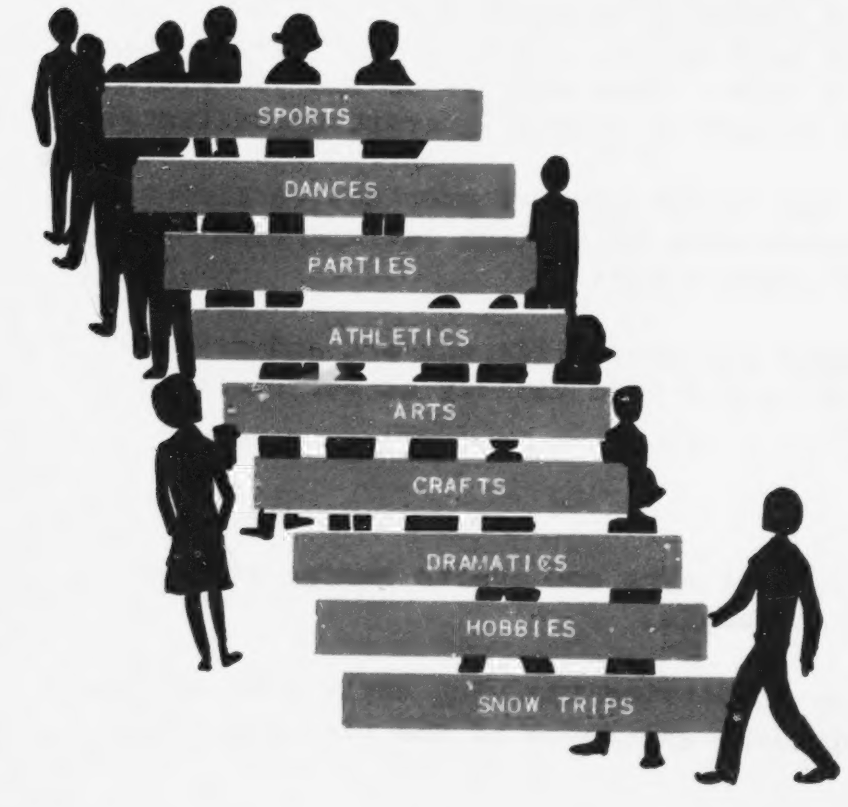
YOUTH SERVICES THROUGHOUT THE SCHOOL DAY IMPLEMENTS THE OVERALL PROGRAM PRINCIPALLY BY WORKING WITH ADULT GROUPS AND PLANNING AND COORDINATING ITS AFTER-SCHOOL ACTIVITIES.

SUMMER VACATION

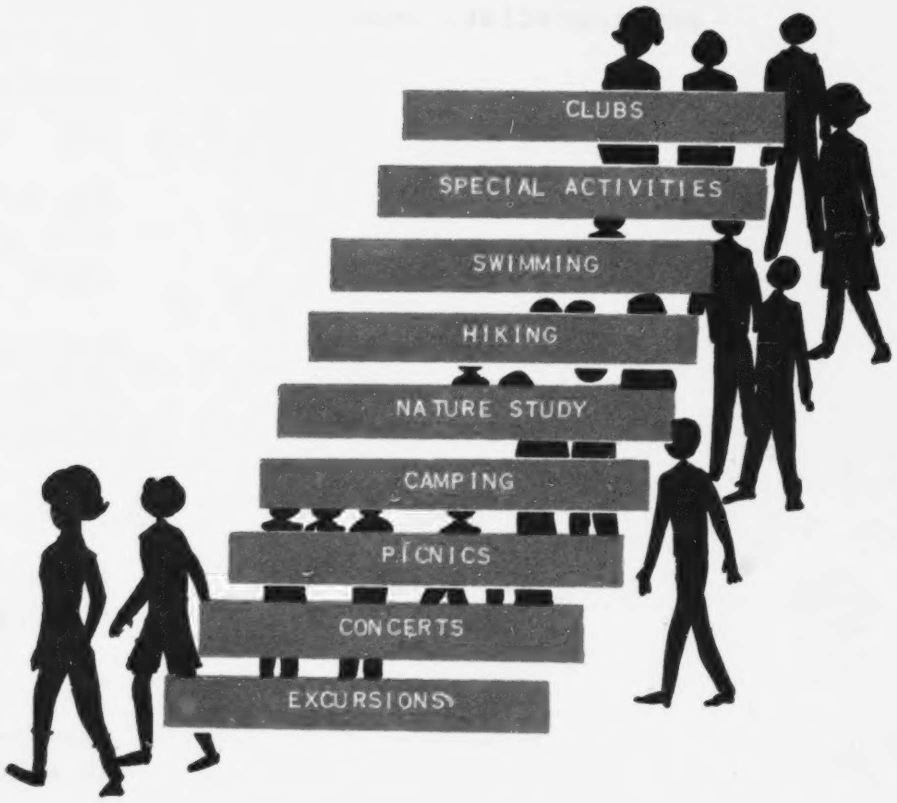
JULY-AUGUST


INTER-PLAYGROUND PLAYDAYS
ARTS AND CRAFTS
DRAMATICS
MUSIC
SWIMMING
STORY TELLING
FOLK DANCING
ROLLER SKATING
PHYSICAL RECREATION ACTIVITIES
DAY AND OVERNIGHT CAMPING

WEEK-END PROGRAMS


SPORTS
DANCES
PARTIES
ATHLETICS
ARTS
CRAFTS
DRAMATICS
HOBBIES
SNOW TRIPS

WEEK-END PROGRAMS


CLUBS
SPECIAL ACTIVITIES
SWIMMING
HIKING
NATURE STUDY
CAMPING
PICNICS
CONCERTS
EXCURSIONS

ARTS AND CRAFTS

OBJECTIVES

To:

Provide a wholesome means of expressing ideas

Develop skill in the use of hands, tools, and materials

Stimulate imagination, dexterity, and inventiveness

Develop an appreciation of good arts and crafts work

Satisfy the urge to create and to express ideas in tangible form

Provide for relaxation through the fun of making things

Encourage applications in home life

Develop ability to observe, understand, and appreciate beauty

CHARACTERISTICS

Leadership

The playground director and recreation center leader administer an intelligently planned program of arts and crafts. Special help is available from the Youth Services staff, which works in cooperation with supervisors of industrial arts, art, and other fields. At some playgrounds, talented community volunteers assist with the program.

Materials

Summer directors at the elementary school and junior high school levels are provided with functional materials for each craft project at the weekly in-service training meeting. These materials are supplemented by school supplies (used crayons, paper, wood, etc.) and community resources (lumber, etc.). In more advanced activities at the secondary school level (photography, radio, etc.), nominal participant fees are assessed.

Features

Arts and crafts activities are offered at all elementary school and junior high school playgrounds during the summer.

Each director and play leader receives in-service training. At the elementary school level, weekly in-service training meetings are conducted. At the junior high school level, a pre-summer session meeting is held. Then weekly "on-the-job training" is provided by traveling craft specialists.

The arts and crafts program provides participants with opportunities to achieve satisfaction through their own creativities.

Participants use many different art and craft media involving a wide variety of activities and materials.

Trends

To schedule the arts and crafts summer program on a year-round basis.

To develop in-service training activities commensurate with the expansion of the arts and crafts program.

ACTIVITIES

. . . Lower Elementary School

cardboard construction
clay modeling
crayon work
drawing
felt work
finger painting
paper folding and cutting
paste and glue work
puppet making
simple weaving
sketching
spatter printing
stick printing
toy making
other activities

. . . Upper Elementary School

arranging flowers, books, bulletin boards, displays
bead work
block printing
braiding
carving (soap, wood)
ceramics
copper work
cookery
dyeing and coloring
embroidery work
making models
making scrapbooks
map making
needle work
papier-mache work
plastic work
poster making
reed and raffia work
wood work (small articles)
other activities

. . . Junior High School Through Adult

cabinet making
carving wood, soap, bone
cellophane craft
costume design
electrical work
fabric decoration
jewelry making
knitting
lampshade making
leathercraft work
making model aircraft
making models
making scrapbooks
millinery work
modeling
photography
printing
radio
rug making
sculpturing
ship model building
stage craft
visiting art museums, exhibits
wood working
other activities

CITIZENSHIP AND COMMUNITY

OBJECTIVES

To:

- Cooperate with other community agencies and groups (business, ethnic, club) by providing meeting facilities
- Emphasize the importance of rational thinking and clear expression
- Encourage individuals to initiate, plan, and conduct school and community projects
- Foster a warm community spirit through the presentation of entertainments, forums, picnics, and similar events
- Furnish opportunities for citizens to serve actively their communities
- Furnish opportunities for citizens to know more about our community's background, government, and resources
- Provide good citizenship training through recreational experiences for those who are new in our country, as well as for long-term residents
- Provide opportunities for citizens to discuss local, national, and international problems
- Improve citizenship standards through example and by recognition of achievements

CHARACTERISTICS

Leadership

To coordinate and publicize efficiently the unique aspects of this program, cooperative leadership is essential. It should encourage persons of all ages to participate in vital community activities.

Materials

Publicity materials (ribbons, badges, paper, cards, etc.) are generally furnished by the Youth Services Section and, on certain occasions, by community agencies.

Features

Persons of all ages may find new interests through participation in activities involving citizenship and community service.

Such activities might include helping the Mobile Chest X-Ray Unit at the local recreation center or assisting with the polio immunization program. Planning publicity campaigns, transportation, or other aspects of such programs is conducive to good community citizenship.

Trends

To emphasize other types of community services in the future. These might include services involving care of young children, conservation of our resources, protection of public properties, and organization of discussion groups on vital community problems.

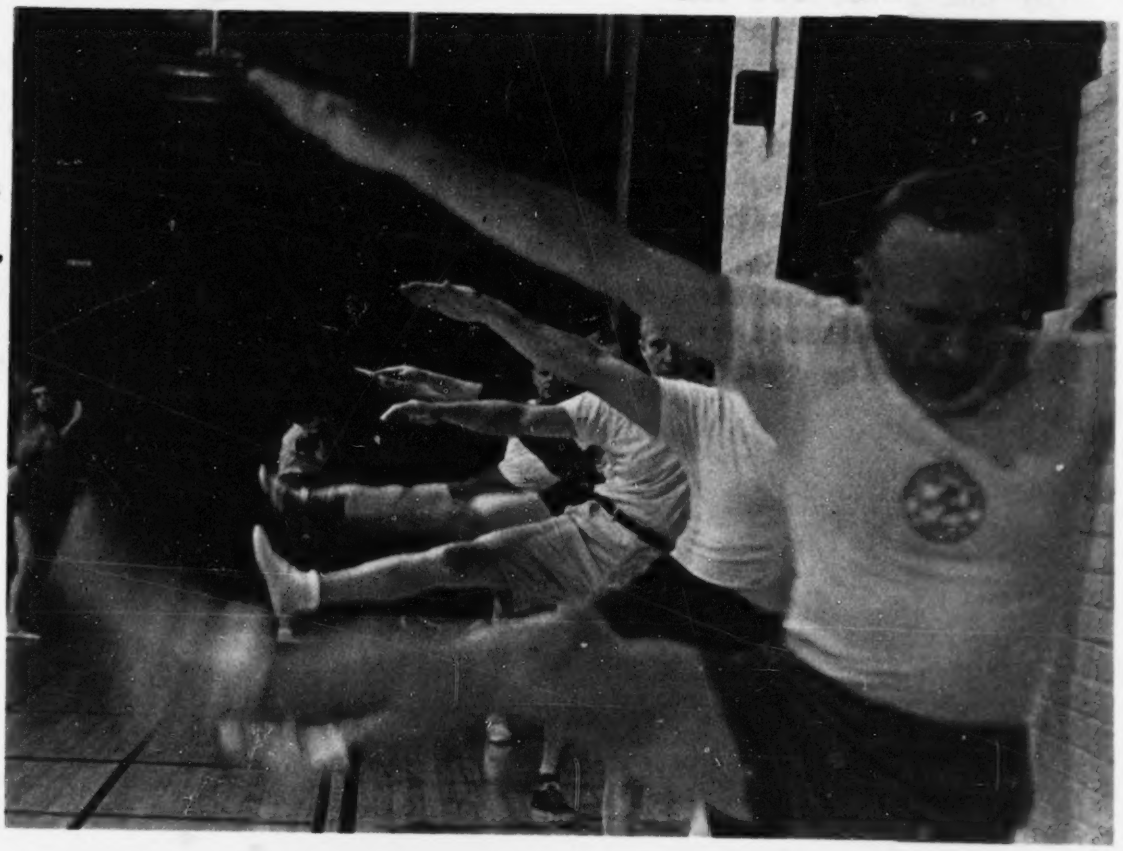
SERVICE PROGRAM

ACTIVITIES

assisting with Civil Defense
Boy Scout activities
committee work
Community Chest, March of Dimes,
  Red Cross, and other drives
community picnics
community sings
flag ceremonies

. . . For All Age Levels

local, national, and international
  welfare projects
paper drives
participation as leaders or followers
  in democratic procedures used in
  club activities (discussion, voting,
  etc.)
preparation and presentation of
  patriotic programs
participation in trips and excursions
participation in camping
participation in civic center
  activities
preservation of historical landmarks
touring of state capitol
other activities



CLUB

OBJECTIVES

To:

- Provide opportunities for organizational planning so that individuals may develop skills of leadership, cooperation, cooperative planning, and participate in democratic processes through voluntary group action
- Encourage and nurture special talents, abilities, and interests
- Encourage experimentation and exploration of a wide range of hobbies
- Enrich class room studies
- Provide recreational interests for those not participating in physical activities
- Provide wholesome outlets for the interests and enthusiasms of individuals through group interaction
- Satisfy the need for creative activity and group participation
- Provide opportunities for persons to associate with others having common interests

CHARACTERISTICS

Leadership

The playground director or recreation leader capitalizes on the special interests and hobbies of the community when planning the club program. Community volunteers with special talents can assist the director in this respect.

Materials

A wide variety of supplies and technical materials for specific club activities are furnished by the Youth Services Section. At times, additional materials are provided at the secondary school level through minimum fees.

Features

At the upper elementary school level, children begin to show interest in many types of club activities. This interest seems to develop normally at this stage of a child's maturation.

At the higher grade levels, clubs are looked upon as natural areas for meeting and working with peers who have similar interests. Interest groups featuring boys' and girls' athletics, music, science, chorus, bowling, gymnastics, and other activities tend to unite teenagers and young adults in wholesome group action. Their enthusiasm for a particular activity is fulfilled through pleasant, meaningful participation.

Trends

To recognize increasing need for emphasis on democratic attitudes and social skills which can be developed through group thinking, parliamentary practice, and leader-follower opportunities.

ACTIVITIES

s and Crafts:
- art
- ceramics
- crafts
- flower arrangement
- knitting
- eathercraft
- plastics
- sewing
- weaving
- woodwork
- other activities

Hobbies:
- airplane
- cartoon
- coin collection
- dolls
- library
- photography
- salvage
- stamp collection
- typing
- other activities

. . . **For All Age Levels**

Music:
- a capella choir
- choral verse
- fife and drum
- folk dancing
- glee club
- harmonica
- orchestra
- swing band
- other activities

Speech and drama:
- creative writing
- debate
- drama
- journalism
- poetry
- radio
- youth forum
- other activities

Nature:
- astronomy
- bird study
- bantam raising
- butterfly collecting
- carrier pigeon raising
- dog training
- fishing
- gardening
- general science
- landscaping
- marine study
- rock and mineral study
- other activities

Service:
- first aid
- junior fireman
- junior policeman
- other activities

DAY CAMP AND

OBJECTIVES

To:

Bring pupils into the outdoors, providing an orientation to nature and wildlife

Provide direct contact with places and persons who otherwise would be known only through reading and through viewing entertainment media

Make life more meaningful by providing opportunities for investigation, exploration, and firsthand contact with the world outside of school

Provide opportunities for pupils to adjust to situations outside the home environment

CHARACTERISTICS

Leadership

The Youth Services recreational camping director and his staff guide the special day camping program during summer vacation periods. The Youth Services staff is responsible for publicizing the programs and arranging transportation to day camping or other excursion sites.

Materials

Materials for craft work and physical education activities are provided by the Youth Services Section. Lunches are either provided by the participants or furnished by the Youth Services Section for a small fee.

Features

During summer vacation, the recreational day camping program offers children an opportunity to experience outdoor living either in the woods or at the beach.

The day camp is designed as a preliminary step in the child's camping experience before he actually spends a night away from home. It is a "get acquainted" experience designed to develop self-sufficiency.

Excursions to a great variety of centers are designed to broaden the child's knowledge and interests, to strengthen greatly his awareness and appreciation of the vast range of man's activity, and to provide him with opportunities to see firsthand some of the things he has been learning about in the classroom.

Trends

To extend the day camping program to weekends and vacation periods during the regular school year.

To increase the number of existing facilities so that the day camping program can be made available to more children.

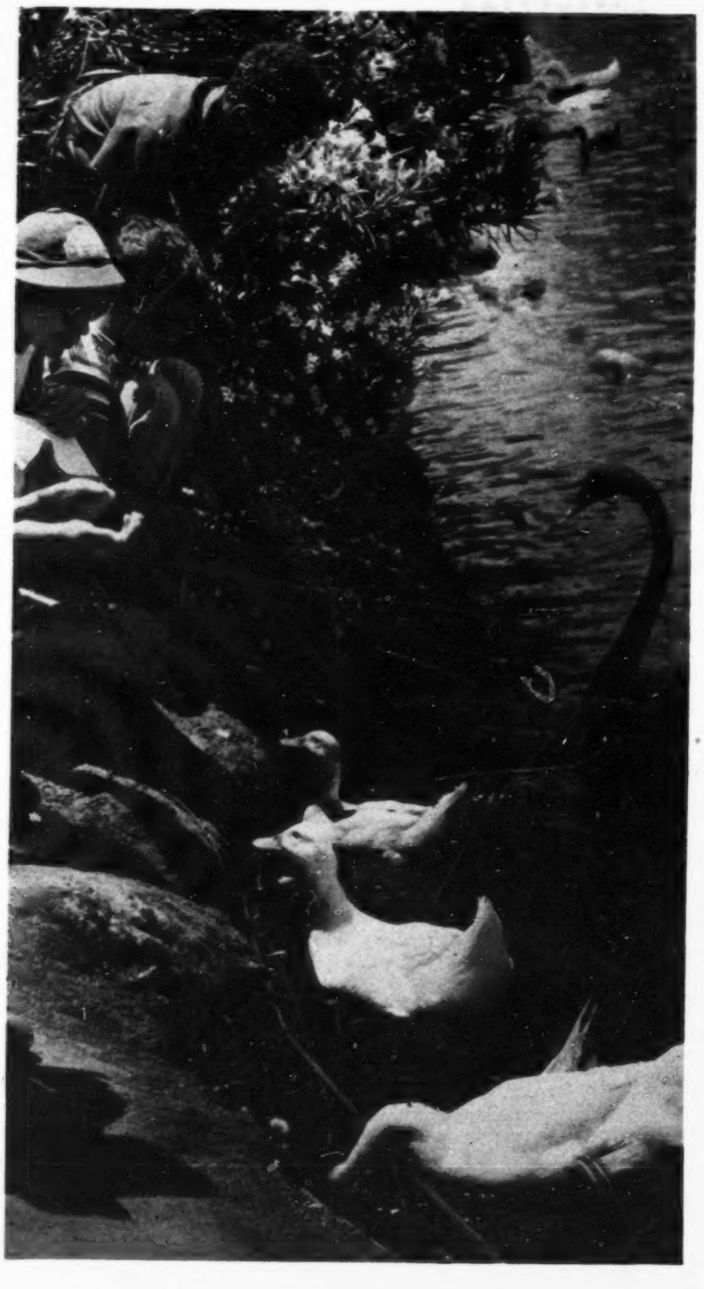
To increase the range of children's experiences by taking advantage of educational opportunities present in natural and cultural resources of the community.

EXCURSION PROGRAM

ACTIVITIES

. . . For All Age Levels

(Distances traveled will generally depend on age levels. Elementary children in the lower grades may visit the fire station around the corner, and older youths may travel to other communities.)



Day Camps:
  beach, mountains, and parks

Trips and Excursions
  art galleries
  auto riding for pleasure
  circus
  cities
  desert
  factories
  fairs (county, state)
  farms
  Forest Lawn
  harbor and lighthouse
  hospitals

La Brea tar pits
library
major dams, bridges, and other installations
military centers
mountains
museums
ocean fishing
parks
picnicking
planetarium and observatory
public buildings
radio, television, and movie studios
river
shopping centers
shows (hobby, stock, flower, orange)
special exhibits
zoo
other activities

MUSIC

OBJECTIVES

To:

- Increase understanding of others through cooperative musical experiences
- Increase understanding of people of other countries by sharing their music
- Continue to develop taste and discrimination when choosing leisure-time music activities
- Engage actively in music listening
- Experience satisfaction through the creative aspects of music expression
- Provide opportunities for enjoyment through singing and playing instruments
- Provide opportunities to take part in musical, rhythmic, and dance activities
- Enable participants to use music skills and knowledge previously learned

CHARACTERISTICS

Leadership

The playground director or recreation leader, assisted by the play leader, schedules the music program. Help is provided by a traveling specialist and by musically trained community volunteers.

Materials

The program requires a wide variety of materials from many sources. Simple tonal and rhythmic instruments may be constructed in the arts and crafts program. Audio-visual materials are provided by the individual school or recreation center.

Features

The playground director has an opportunity to consult with various school music specialists. This professional aid and school music publications help the director to enrich the after-school and summer music programs.

Through in-service training of directors of elementary school and junior high school playgrounds, a variety of music activities are conducted during the summer.

Provisions for close cooperation between personnel in the regular school program and in the after-school and summer Youth Services program help materially to strengthen the music activities. The school auditorium and its facilities enable the director to organize bands and develop group dancing, choral singing, and other activities.

Trends

To include summer music activities in the after-school program whenever possible.

To improve opportunities for in-service training for directors of after-school programs.

PROGRAM

ACTIVITIES

. . . Lower Elementary School Grades

listening actively
creating songs and rhythms
encouraging creative art expression motivated by music
dancing in single groups
making rhythmic instruments
playing simple instruments
singing game songs
singing special songs for holidays
other activities

. . . Upper Elementary School Grades

experimentation with tonal and rhythm instruments
folk and square dancing
attendance at concerts
participation in kazoo bands, music festivals
engaging in original dramatic imterpretations motivated through music
other activities

. . Junior High School Through Adult

Vocal
  a capella choirs
  choruses
  Christmas caroling groups
  community singing groups
  informal singing groups
  other activities

Instrumental
  bands
  listening groups
  music composition
  musical competitions
  orchestras
  other activities

PHYSICAL RECREATION

OBJECTIVES

To:

- Develop body control, increase endurance, strengthen muscles, and improve general health
- Develop qualities of participants as leaders and followers
- Develop qualities of sportsmanship
- Encourage sharing and caring for equipment
- Provide opportunities for learning and practicing fundamental play skills
- Provide opportunities for applying knowledge of games and sports
- Provide enjoyable and relaxing spectator opportunities
- Release nervous tension
- Provide opportunities for spending leisure time in an enjoyable manner

CHARACTERISTICS

Leadership

The playground director and recreation leader organize all types of physical recreation activities. The play leader assists in scheduling and directing a well-balanced program of active sports and in providing intervals of quiet relaxation.

The swimming program is directed by the pool manager who is assisted by a staff of lifeguards.

Materials

Supplies and equipment necessary for a successful program involving vigorous and quiet games, complex team games, marginal games, rhythm activities, and recreational swimming and sports are supplied by the Youth Services Section.

Features

The game activities program is planned for both children and adults. In general, boys and girls are divided into separate groups or teams because of difference in skills.

The director organizes some groups into teams to play advanced games, such as softball and basketball. Tournaments may be held to determine team winners.

Activities such as checkers, chess, puzzles, table games, small group quiet games, and large group quiet games have a definite part in the daytime and evening recreational programs.

Trends

To increase the number of opportunities for persons of all age levels to participate in swimming throughout the year.

To make available such activities as winter sports, golf, tennis, and horseback riding to a greater number of participants.

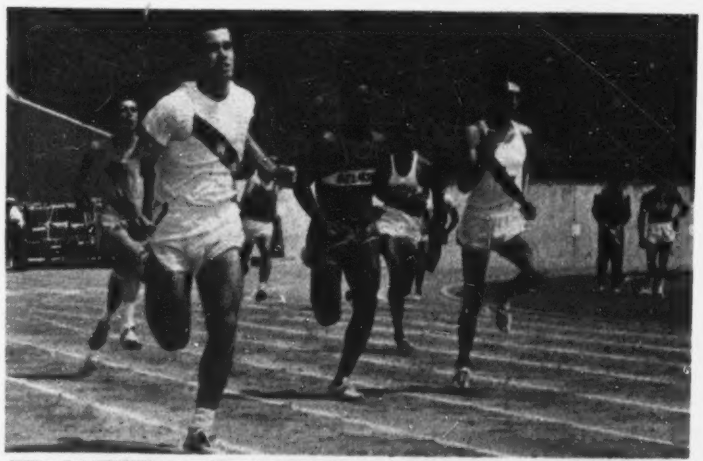
ACTIVITIES

. . . Lower Elementary School Grades

- apparatus activities
  - low bar, horizontal ladder, multiple climbing tree, slide
- less strenuous games
- relays
  - fetch and carry relay
  - measuring relay race
- relaxation periods
- rhythmic activities
- pantomimes
- rope jumping
- sandbox play
- singing games
- small circle games
- vigorous games
  - base tag, midnight, straight line

. . . Upper Elementary School Grades

- apparatus activities
  - traveling rings
- games of low organization
- indoor games
- marginal area games
- outdoor games
  - basketball, dodge-ball, handball, others
- relays
- rhythms
- roller skating
- square dancing
- swimming
- other activities



. . . Junior High School Through Adult

- apparatus activities
  - horizontal bar, high bar, long horse, parallel bars, rings, ropes, side horse, others
- archery
- badminton
- baseball
- basketball
- baton twirling
- bicycle riding
- boating
- bowling
- calisthenics
- diving
- driving
- fencing
- field hockey
- folk dancing
- girls' drill teams
- golf
- gymnastics
- horseshoe pitching
- horseback riding
- ice skating
- lifesaving training
- model boat sailing
- paddle tennis
- rifle shooting
- ski hiking
- skiing
- ski jumping
- snowshoeing
- soccer
- tennis
- tobogganing
- track and field events
- tug-of-war
- volleyball
- water polo
- wrestling
- other activities

RECREATIONAL CAMPING

OBJECTIVES

To:

Acquaint participants with the beauty and wonder of nature

Develop outdoor interests which will afford satisfying use of leisure hours

Develop greater appreciation of natural resources and of the necessity for conservation

Provide outdoor experiences

Introduce plant and animal life in a camp environment

Offer experiences that will make forest fire prevention more meaningful

Provide opportunities to "follow-up" the regular day school outdoor recreation program

Provide experiences for participants as leaders and followers through camp organization and routine

Provide opportunities which aid in adjustment to new situations away from home

Satisfy the individual's desire to explore and seek adventure

CHARACTERISTICS

Leadership

The Youth Services recreational camping director and his staff guide the special camping program during weekends and vacation periods. The Youth Services staff is responsible for publicizing the program and arranging transportation.

Materials

Native materials are used in the craft program at both mountain and beach camps and are supplied by the director and rangers. These include pine cones, wood, stones, and plaster castings. Audio-visual and physical recreation equipment is provided by the Youth Services Section. Food is supplied by the Food Services Section for a small fee charged to each camper.

Features

This program is scheduled during weekends and vacation periods. It encompasses such activities as hiking, swimming, boating, conservation work, nature study, and campfire entertainment.

Summer recreational camping for children from 9 through 13 years of age is similar in objectives to the outdoor education program offered during the regular school year.*

The weekend recreational program is geared for the junior high school through adult levels.

The overall program is designed to develop basic outdoor education skills in an enjoyable camping environment and to increase individual self-sufficiency.

Trends

To develop more campsites and train additional personnel to handle an increasing number of campers.

To widen the variety of camping activities.

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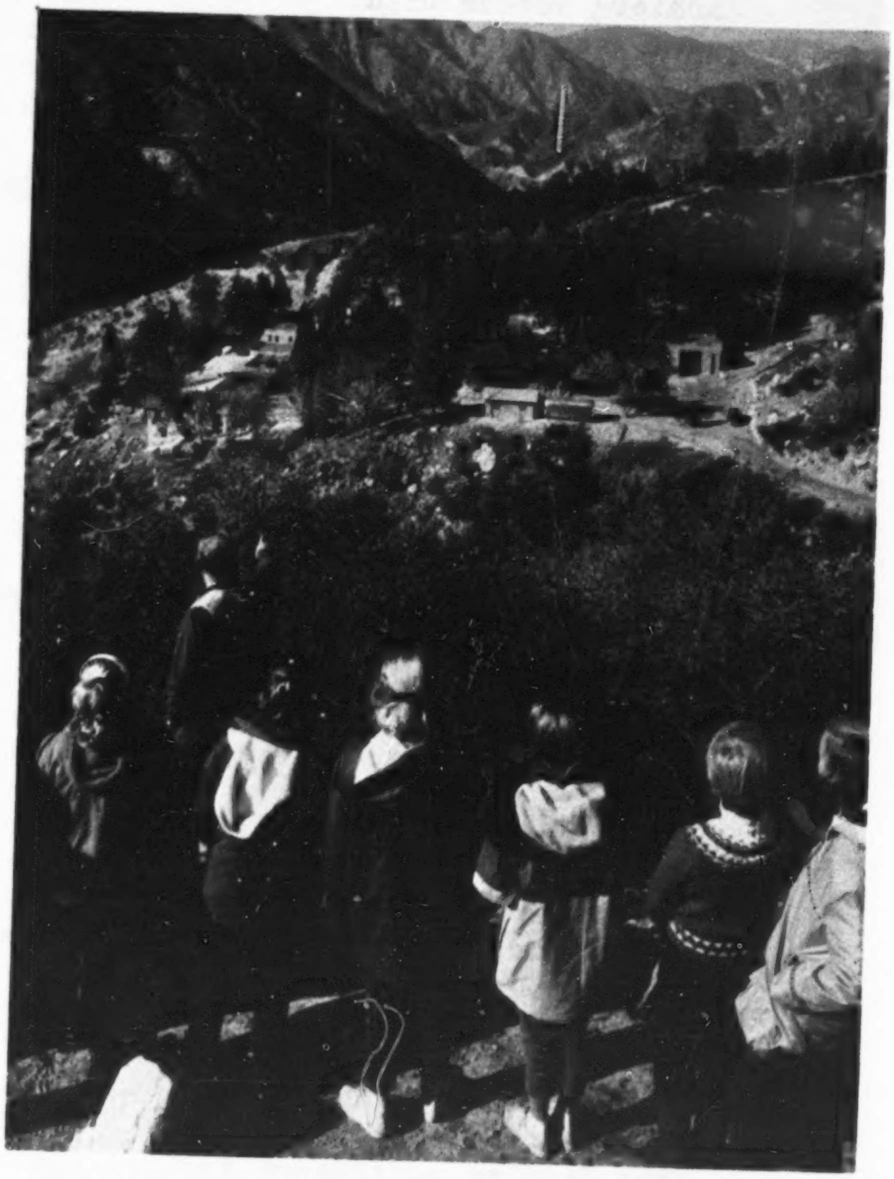
*See "Fact Sheet on Operation Outdoors," p. 81. Also see Outdoor Education and School Camping, a Teaching Guide for Elementary Schools (Youth Services Section, 1961), 126 pp.

ACTIVITIES

- birdhouse building
- campfire entertainment
  - dances, charades, singing, story telling, talent skits, other activities
- caring for camp grounds
- certain applicable physical activities
- cook-outs
- dramatic plays
  - animal pantomime, pioneer days, other activities
- erosion control
- exploration
- fire prevention
  - brush clearance, visit to ranger station, other activities
- fishing



. . . For All Age Levels

- flag raising
- hiking
- horseback riding
- letter writing
- nature crafts
- nature study collections:
  - various animal life, plant life, minerals, fossils
- nature treasure hunts
- notebook recording
- pack trips
- photography
- reading and research
- rest periods
- sand play
- star study
- swimming
- tree planting
- weather study
- other activities

SOCIAL

OBJECTIVES

To:

Achieve status with peer group

Aid parents in providing wholesome, evening recreation for children

Provide opportunities to satisfy individual needs for acceptance and recognition

Provide participants with opportunities to practice social amenities

Provide practice in planning, organizing, and evaluating social activities through participation in committee work

Provide socially immature individuals with opportunities to make friends and acquire confidence in mixed groups

Offer opportunities for participants to engage in leisure-time activities that develop confidence in mixed groups

Stimulate mental agility

CHARACTERISTICS

Leadership

Recreation leaders at all levels coordinate a flexible social program in accordance with local school and district policy and in cooperation with community leaders.

Materials

Materials needed to conduct most programs, such as fun nights, square dances, and games, are furnished by the Youth Services Section.

Decorations, orchestras, refreshments, and other materials and services are paid for by the participants. Sale of membership cards and admission fees usually provide revenue.

Features

This program, which includes such events as dances, barbecues, swimming parties, sports nights, trips, and skating parties, is geared for the junior high school through adult levels because it is conducted primarily in the evening. However, certain events, such as "watermelon feeds" and father-and-son picnics, can be successfully presented at the elementary school level.

Trends

To institute an evening program as a natural follow-up to family night activities mentioned in connection with seasonal special events and to include weekend activities.

To enlarge the program to include a variety of games, arts and crafts, dramatics, music, and other activities appropriate to local needs and interests.

To strive for a more flexible program, in which each participant can engage in social experiences of his choice.

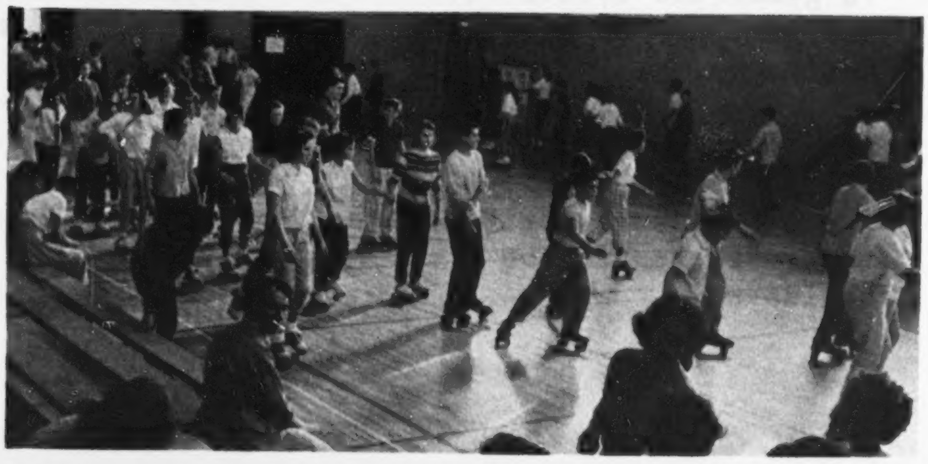
ACTIVITIES

. . . Lower and Upper Elementary School Grades

- active games
- father-and-son nights
- folk and square dances
- mother-and-daughter dinners
- movies
- parties
- quiet games
  - charades, checkers, twenty questions
- table games
- visits
  - civic center
  - playdays
  - shopping centers
  - sport activities
- "watermelon feeds"
- "weenie" bakes
- other activities

. . . Junior High School Through Adult

- banquets
- barbecues
- barn dances
- beach parties
- card games
- chess
- dinners
- formal dances
- fun nights
- get-acquainted stunts
- grand march
- hay rides
- mentally stimulating games
- roller skating
- scavenger hunts
- social dances
- social games
- swimming parties
- sun bathing
- other activities



SPECIAL EVENTS

OBJECTIVES

To:

Develop individual, family, and community spirit

Foster school-community relationships

Indoctrinate those who are new to our country in its ways and customs

Contribute to understanding and appreciation of our great national traditions

Provide fun and entertainment for the entire community on special occasions

Provide opportunities for individuals to participate in games and events that are part of our American heritage

Provide wholesome activities to develop "safe and sane" attitudes toward recreation on holidays

CHARACTERISTICS

Leadership

The principal function of the playground director is to publicize special weekly or seasonal activities. He will work with other community, school, and staff personnel in coordinating these programs.

Materials

Routine materials for use in special events activities are furnished by the Youth Services Section. Such events include roller skating days, talent shows, father-son and mother-daughter nights, and inter-playground activities. Participant fees sometimes may be charged to provide a more diversified program than would otherwise be possible.

Features

On at least one day each week during the summer, a special program is offered that is different from the routine daily activities. These may include roller skating, talent shows, inter-playground softball games, and junior Olympics.

The different seasons are appropriate for certain special festivities (i.e., observances of Halloween, Thanksgiving, Easter, Fourth of July) which the director can emphasize. In addition, certain special events may be appropriate, such as play days, track meets, or family picnics. These should be scheduled at least once every two months.

Trends

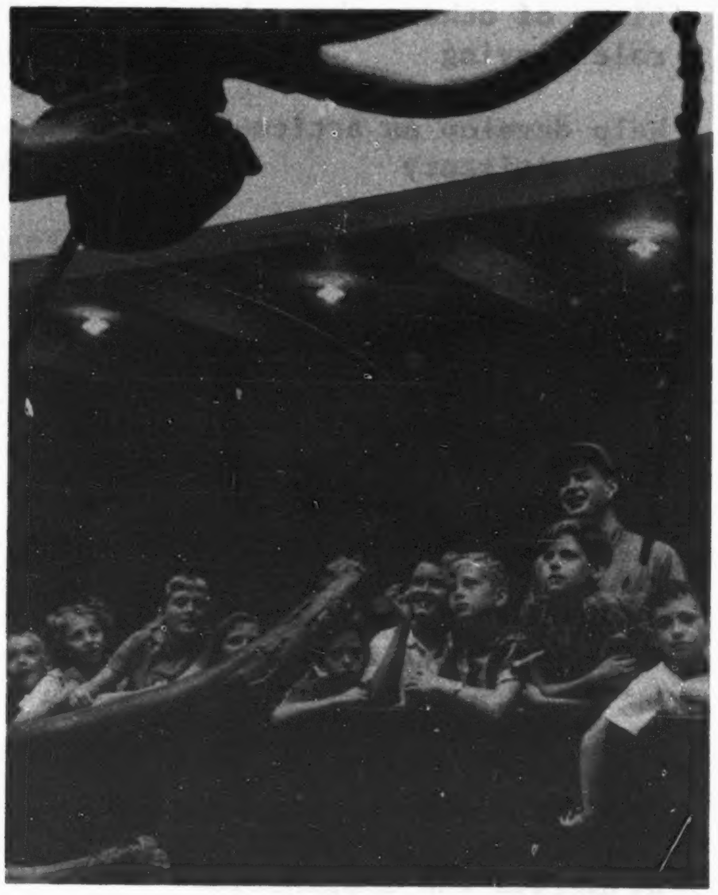
To increase the number and scope of special events featured, in keeping with the general enrichment of experience available to children as the standard of living continually rises in an expanding society.

To assimilate into the special events program some of the meritorious activities which have been created in the regular school programs and subsequently crowded from the curriculum as social and technological changes have brought new material into the educational forefront.

PROGRAM

ACTIVITIES

- aquacades
- bazaars, carnivals, fairs
- excursions
  - art galleries
  - civic center
  - civil defense exhibits
  - harbor
  - industrial plants
  - museums
  - parks
  - places of historical interest
  - zoo
  - other locations



. . . For All Age Levels

- folk dance festivals
- historical pageants
- music festivals
- picnics
- special holiday programs
  - Christmas
  - Easter
  - Fourth of July
  - Halloween
  - Thanksgiving
- speech festivals
- other events

SPEECH AND DRAMATICS

OBJECTIVES

To:

- Develop mimicry and play-acting ability
- Develop poise in self-expression
- Enhance self-confidence
- Facilitate oral expression
- Provide opportunities to gain insight into the problems and emotions of others through role-playing
- Help develop an articulate citizenry
- Contribute to personality development
- Increase the ability to listen with understanding
- Provide opportunities for creative self-expression
- Provide opportunities to use speech skills developed in past school experiences
- Provide opportunities to speak and read with expression
- Stimulate the imagination

CHARACTERISTICS

Leadership

The playground director has primary responsibility for story telling, the conduct of dramatic activities, and the presentation of motion pictures. A traveling specialist is available, upon request, to provide specific aid for drama projects and story telling. Special talents of community volunteers may be used advantageously.

Materials

School audio-visual equipment (tape recorders, projectors, screens, slides, etc.) is usually available for use in the program.

Simple materials for use in the construction of sets, hand puppets, costumes, and other projects are provided free by the Youth Services Section. Additional needs may require nominal fees or community help.

Features

Story telling and play acting are conducted by the director, who is aided when necessary by the visiting specialist. The program is designed to stimulate the imagination and provide vicarious experiences through an interesting medium.

In addition to those provided for youngsters of elementary school age, movies of the types enjoyed by other age levels are shown weekly at each playground during the summer and evening programs. Opportunities for more advanced participation in speech and dramatics are made available to the more mature. In planning the program, the director can benefit by consulting with special speech teachers and examining publications concerned with speech and dramatics.

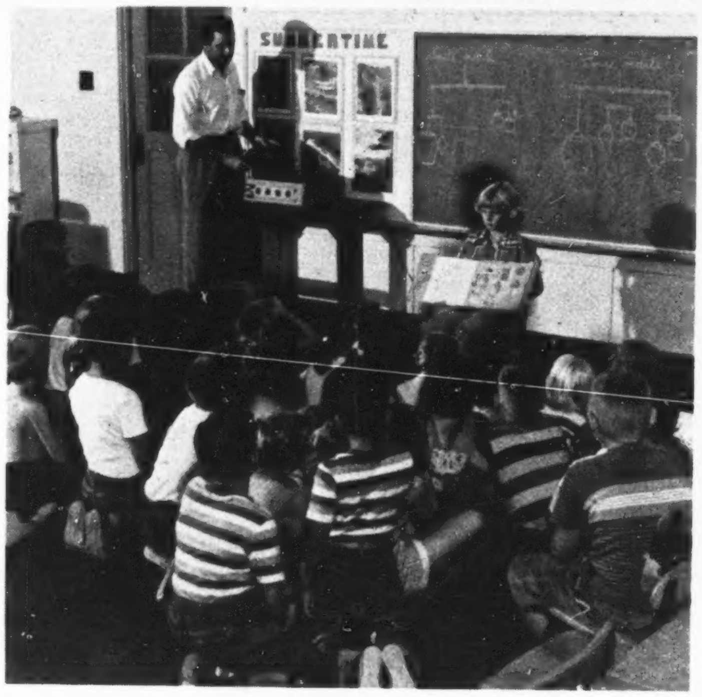
Trends

To include in the after-school program for all ages the showing of movies and provision of opportunities for speech and dramatics projects. These are presently almost entirely limited to the summer and evening programs.

ACTIVITIES

. . . Lower Elementary School Grades

- block play
- choral speaking
- conversation
- discussion
- doll shows
- dramatic stunts
- festivals
- guessing games
- impersonations
- listening to radio, records
- mask making
- viewing movies
- musical stories
- pageants
- pantomimes
- parades
- punch and judy shows
- sharing poetry
- story plays
- story telling
- reading aloud
- reciting
- rhymes
- riddles
- others



. . . Upper Elementary School Grades

- book clubs
- carnivals
- charades
- costume making
- informal dramatizations
- making scenery
- one-act plays
- peep shows
- play writing
- poetry
- radio dramas
- shadowgraphs
- vaudeville acts
- writing and reading letters

. . . Junior High School Through Adult

- Drama
  - festivals
  - full-length plays
  - impersonations
  - improvisations
  - monologues
  - musical dramas
  - one-act plays
  - publicity skits
  - puppet shows
  - radio dramas
  - script writing
  - set construction
  - set designing
  - song impersonations
  - talent shows
  - other activities
- Speech
  - debates
  - forums
  - group discussions
  - individual talks
  - oratory contests
  - panels
  - toastmasters
  - verse-speaking choir
  - yell leading
  - other activities

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SECTION III

PROGRAMS

THE LOS ANGELES CITY SCHOOL SYSTEM PROVIDES VARIED WEEKLY RECREATIONAL PROGRAMS.

A Suggested Weekly Recreational Program for Elementary School Playgrounds
- During Vacation
- After School
- Summer Day-Camping for Boys and Girls (Ages 8-12)
- Vacation and Weekend Mountain Camping for Boys and Girls (Ages 8-12)

A Suggested Weekly Recreational Program for Junior High School Playgrounds
- During Vacation
- After School

A Suggested Weekly Recreational Program for Secondary School Youth and Adults at Senior High School and Junior College Facilities
- During Weekends, Holidays, and Vacation Periods
- After School

A Suggested Weekly Program for Vacation and Weekend Recreational Camping for Junior High School Through Adult Levels

THE YOUTH SERVICES PROGRAM OFFERS SPECIFIC ACTIVITIES EACH DAY FOR PARTICIPANTS OF ALL AGES.

A SUGGESTED WEEKLY RECREATIONAL PROGRAM FOR ELEMENTARY SCHOOL PLAYGROUNDS DURING VACATION[1]

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10-10:15	Director opens playground, checks supplies, arranges equipment.						Playground centers will be open on Sundays wherever the community need is apparent. Use of facilities by the entire family should be encouraged.
10:15-12	Physical recreation activities (quiet games, softball, basketball, relays) (This period should be scheduled so that several activities can be conducted at the same time.) (On some days, dependent upon weather or convenience, several activities listed from 1:30 to 4 may be moved into these morning hours.)						
12-12:30	Lunch						
12:30-1:30	Quiet Games (checkers, caroms) (This period should be scheduled so that several activities can be conducted at the same time.)	Movies (scheduled movie same time each week)	Quiet Games (chess, lotto)	Quiet Games (charades, parchesi)	Quiet Games and Arts & Crafts (papier-mache work, scrap books)	Quiet Games (quiz games, dominos)	
1:30-3	Arts & Crafts (drawing, clay work, puppets) (The Arts and Crafts program should be planned for each age group level.) (If traveling specialists are available, they should visit playground when the need arises.)	Arts & Crafts (paper cutouts, wood projects, painting, weaving)	Arts & Crafts (plaster of Paris work, crepe paper projects, finger painting)	Arts & Crafts (braiding, sketching, pipe cleaner projects)	Weekly Special Event[2] (hobby show, arts and crafts exhibit, presentation of a play, doll show, party activities, bicycle activity, rollerskating, puppet show, folk singing)	Arts & Crafts (ceramics, wookwork, copper work, model making)	
3-4	Rhythms and Dancing[3] (folk and square dance, pantomime, interpretive rhythms) (If specialists are available, they should visit on request of director.)	Play Acting[3] (pantomime, rhymes, skits, one-act plays, puppets, charades)	Storytelling[3] (listening to stories, reading aloud, sharing poetry)	Music[3] (singing, listening to music, dancing)		Rhythms and Dancing[3] (folk and square dancing)	
4-6	Physical Recreation Activities (apparatus, games of low organization, circle games, relays, basketball, dodgeball, jump rope, quiet games, indoor games, roller skating, kick ball, tetherball, shuffleboard, kite flying) (This period should be scheduled so that several activities for different age group levels can be conducted at the same time.)				Tournaments and championship games	Phys. Recreation (softball, handball, table tennis)	
6-8:30	Seasonal Special Events[2] (Family Night - a special event for the children and parents of the community, held at least once during the summer; may consist of such activities as father-and-son softball game, mother-and-daughter night, crafts display, open house, circus, watermelon feed, family picnic.)						

[1] Non-shaded area indicates the basic vacation recreation program at most elementary school playgrounds. The shaded areas indicate suggested activities which now exist on a limited scale and which may be expanded as needs arise.

[2] Some special events, such as play days, track meets, holiday festivals, school bus excursions, and pageants, will require a rearrangement of the regular program for that particular day.

[3] Wherever it is possible and sufficient leaders are present, these activities should be made available to children every day.

2

A SUGGESTED WEEKLY RECREATIONAL PROGRAM FOR ELEMENTARY SCHOOL PLAYGROUNDS AFTER SCHOOL [1]

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 - 3	Regular Day School Program					10 - 12 **Physical Recreation Activities** (sports, apparatus, shuffleboard, marbles)	Playground centers will be open on Sundays wherever the need is apparent. Use of facilities by entire family should be encouraged.
3 - 4[2]	**Physical Recreation Activities** (apparatus, games of low organization, circle games, relays, basketball, dodgeball, jump rope, quiet games, indoor games, kick ball, tetherball, shuffleboard, marbles, tournaments) This period should be scheduled so that several activities for different age group levels can be conducted at the same time.					12 - 12:30 **Lunch** 12:30 - 1 **Quiet Games** (checkers, caroms)	
4 - 5[2]	**Arts and Crafts** (drawing, clay work, woodwork, copper work, puppetry, painting)	**Storytelling & Play Acting** (listening to stories, reading aloud, pantomime, plays)	**Music and Dancing** (singing, folk and square dancing, listening to music)	**Weekly Special Events** [3] (hobby show, handicraft exhibit, doll show, parties, bicycle activities, movies - scheduled films or other audio-visual materials)		1 - 2:30[4] **Arts and Crafts** choice of handicraft work	
	(If specialists in these areas are available, they should visit the playground once a week to initiate and conduct these activities.)						
5:30 7:30	**Seasonal Special Events** [3] Family Night - A special event for the children and parents of the community, held at least once during the summer; it may include father-and-son or mother-and-daughter nights, crafts display, open house, circus, watermelon feed, family barbecue.					2:30 - 4 **Play Acting** Choice of music dancing storytelling 4 - 5:30 **Physical Recreation Activities** (same as 10 - 12 schedule)	

[1] The non-shaded area indicates basic after-school program at elementary school playgrounds. The shaded areas indicate suggested activities which now exist on a limited scale and which may be expanded as needs arise.

[2] The time schedule should be planned to meet the needs of the children. It may be advisable in some playground centers to schedule the physical recreation activities at 4 p.m. and the other activities immediately after school. However, if sufficient leaders are available, it is recommended that all activities be offered concurrently, beginning at 3 p.m. and continuing throughout the afternoon.

[3] Some special events, such as play days, track meets, holiday festivals, school bus excursions, and pageants, will require a rearrangement of the regular program for that particular day.

[4] On certain playgrounds it may be advisable to offer these activities in the morning hours on Saturdays.

A SUGGESTED WEEKLY RECREATIONAL PROGRAM FOR SUMMER DAY-CAMPING FOR BOYS AND GIRLS (AGES 8 - 12)

Hours	Monday	Tuesday	Wednesday	Thursday	Friday
9	Camp opening Children arrive and are grouped according to age, interests	Camp opening	Camp opening	Camp opening	Camp opening
9:30 - 11:30	MORNING ACTIVITY PROGRAM (camp tour, fire building, making camp emblems, folk dancing, treasure hunt, trips to points of interest, hikes, races, games)				
11:30	Prepare for lunch	Prepare for cook-out	Prepare for lunch	Prepare for cook-out	Prepare for lunch
12	Lunch	Cook-out	Lunch	Cook-out	Lunch
1 - 2	Rest period - quiet games (checkers, charades, caroms, table tennis)				
2 - 4:30	AFTERNOON ACTIVITY PROGRAM (nature hike, craft-nature scrapbook, swimming, songs, relays, skits, stunts, trips, dancing)				
4:30 - 5	Camp closing	Camp closing	Camp closing	Camp closing	Camp closing

A SUGGESTED WEEKLY RECREATIONAL PROGRAM FOR VACATION AND WEEKEND MOUNTAIN[1] CAMPING FOR BOYS AND GIRLS (AGES 8-12)[2]

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday[3]	Sunday[3]
7	Campers rise, clean up, make beds					Campers rise, clean up, make beds	
7:30	FLAG RAISING					FLAG RAISING	
8	Campers arrive, grouping, unloading of luggage; cabin assignments, camp orientation	BREAKFAST				BREAKFAST	
9 - 10		K. P. - Camp clean-up (conservation project or camp improvement: elimination of fire hazards, brush and tree trimming, leaf raking, rock and earth moving, minor construction)				K. P. - Camp clean-up (conservation project or camp improvement: elimination of fire hazards, brush and tree trimming, leaf raking, rock and earth moving, minor construction)	
10 - 11:30	Tour of camp, study of camp facilities and community	Preparation for sack lunch on trail, canyon exploration, nature study	Swimming (in season), archery	Preparation and packing of food and utensils for cook-out of noon meal; hiking to points of interest	Crafts; evaluation of project	Preparation and packing of food and utensils for cook-out of noon meal, exploration of canyon	Nature study, archery, worship service
11:30 - 12	Wash for lunch; set tables		Wash for lunch; set tables		Wash for lunch; set tables		Wash for lunch; set tables
12 - 1	Lunch	Sack lunch on trail	Lunch	Cook-out lunch	Lunch	Cook-out lunch	Lunch
1 - 2	Rest period, K.P., letter writing, reading, free time	Evaluation of trip, rest period, trip back to camp, construction of cook-out utensils, and other craft projects	Rest period, K.P., letter writing, reading, free time	Evaluation of cook-out, rest period, trip back to camp, nature study, swimming (in season), crafts, games	Rest period, letter writing, reading, free time	Evaluation of cook-out, hike back to camp, swimming (in season), crafts, archery, nature study	Pack, K. P. Leave on Bus
2 - 5	Swimming (in season), archery, crafts		Trip to ranger station or other points of interest, weather study		Pack Leave on bus		
5 - 5:30	Wash for supper, lower flag, plan evening program	Wash for supper, lower flag, plan evening program	Wash for supper, lower flag, plan evening program	Wash for supper, lower flag, plan evening program	Arrival of weekend guests	Wash for supper, lower flag, plan evening program	
5:30	DINNER						
6 - 7	K. P.; recreational games (table tennis, volleyball, checkers), letter writing, rest				Cabin assignments, organization	K.P., recreational games, rest	
7 - 9	(talent skits, singing, charades, storytelling, star study, flashlight hike, square dancing, group games, camp fire, parties appropriate to the season)						
9:30	TAPS	TAPS	TAPS	TAPS	TAPS	TAPS	

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1 A Beach Camp Program is also provided. It is basically similar to the Mountain Camp Program; however, in the Beach Camp Program, fishing, boating, swimming, shell crafts, etc., will be substituted for some of the activities listed above.

2 The Summer Camp Program for the elementary school children is scheduled from Monday through Friday. The weekend program will vary according to the age level of the guests using the camp facilities.

3 Shaded area indicates the weekend program.

A SUGGESTED WEEKLY RECREATIONAL PROGRAM FOR JUNIOR HIGH SCHOOL PLAYGROUNDS DURING VACATIONS[1]

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10 - 12	Physical Recreational Activities (basketball, softball, volleyball, tetherball, handball, kickball, track, swimming, badminton, table tennis, quiet games)					Physical Recreation	Playground centers should be open on Sundays wherever the community need is apparent. Use of facilities by the entire family should be encouraged. Many junior high school facilities can accommodate a more varied program than elementary school centers (for example, many junior high schools have indoor gyms, larger grounds, and lockers).
12 - 12:30	L U N C H					Lunch	
12:30 - 1:30	Movies (scheduled at same time each week)	Quiet Games (charades, checkers, chess, caroms, cards, quiz games)			Rollerskating (scheduled on same day during alternate weeks)	Quiet Games	
1:30 - 3	Arts and Crafts (wood, metal, plastic, leather work, jewelry, model making, mosaic, sewing, ceramics, painting)				Weekly Special Event[3] (trips, tournaments, handicraft exhibits, bicycle activity, talent show)	Arts and Crafts (choice of work)	
3 - 4	Dancing[2] and music[2] (social, folk, square dance, singing, listening to music)	Clubs[2] (hobby, photography, music, art, book)	Dramatics[2] (puppetry, pantomime, plays)	Clubs[2] (art, ceramics, library, stamps, charm)		Dramatics[2] (reading aloud, musical dramas, talent shows)	
4 - 5	Physical Fitness Activity (events involving strength, endurance, agility)					Physical Recreation Activities (choice of activity)	
6 - 6:30	D I N N E R						
6:30 - 9	Family Night (Special Event for children and parents at least once during summer, such as father-and-son night, or picnic)	Community Recreation Nights (choice of activities, such as basketball, volleyball, quiet games, music, dramatics, clubs, arts and crafts)			Fun Night or Dance	Team practice night for sports such as basketball; choice of other activities (dramatics, clubs)	

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1 The non-shaded area indicates the basic after-school program. The shaded area indicates the suggested activities which now exist on a limited scale and which may be expanded as needs arise.
2 If sufficient leadership is available, it is recommended that activities be offered every day.
3 Some special events, such as play days, track meets, holiday festivals, excursions, pageants, and day camping, may require rearranging of the regular program for that particular day.
4 The closing hour for centers will vary according to the needs and desires of each community.

A SUGGESTED WEEKLY RECREATIONAL PROGRAM FOR JUNIOR HIGH SCHOOL PLAYGROUNDS AFTER SCHOOL[1]

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 - 3	Regular Day School Session Physical Recreational Activities					10 - 12 Trips[6] Physical recreational activities	Playground centers should be open on Sundays wherever the community need is apparent.
3 -	Boys' Athletic Clubs - Leagues[2] (seasonal major sports, such as football, basketball, softball, track and field events, and minor and individual sports) Girls' Athletic Clubs (variety of activities, such as softball, volleyball, touchdown, basketball, modern dance, gymnastics & stunts, badminton, tetherball)					12 - 12:30 Lunch 12:30 - 1:30 Movies or other quiet activity 1:30 - 3 Arts and crafts	Use of facilities by the entire family should be encouraged.
5	Special Interest Clubs[2] (art, business, book, bowling, charm, chess & checkers, crafts, drama, gymnastics, homemaking, modern dance, model building, math, music, officials, ham radio, stamp and coin, science, and weight training)				Social Program[2] Dances, Sports days, Rollerskating	3 - 4 Choice of clubs dramatics music dancing 4 - 6 Physical recreational activities	Many junior high school facilities can accommodate a more varied program than the elementary school centers, (for example, many junior high schools have indoor gyms, larger grounds, and lockers).
5:30 -6:30	DINNER						
6 - 9	Family Night Special event for children and parents at least every two months (father-and-son, or mother-and-daughter nights, picnics, exhibits	Community Recreation Nights Choice of activities (such as basketball, volleyball, swimming, quiet games, music, dramatics, clubs, arts and crafts)			Social Program[2] Dances, Sports Night, Rollerskating	Choice of activities (basketball, volleyball, arts & crafts, music, dramatics, clubs)	

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1 The non-shaded area indicates the basic after-school program. The shaded area indicates the activities which now exist on a limited scale and which may be expanded as needs arise.
2 If sufficient leadership is available, it is recommended that these activities be offered every day.
3 Some special events, such as play days, track meets, holiday festivals, excursions, pageants, and day camping, may require a rearranging of the regular program for that particular day.
4 If a swimming pool is available, it is recommended that swimming be offered every day.
5 The closing hour for centers will vary with the needs and desires of each community.
6 Trips are often taken on Saturdays.

A SUGGESTED WEEKLY RECREATIONAL PROGRAM FOR SECONDARY SCHOOL YOUTH AND ADULTS

DURING WEEKENDS, HOLIDAYS, AND VACATION PERIODS AT SENIOR HIGH SCHOOL AND JUNIOR COLLEGE FACILITIES

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10	Regular playground hours for holidays, 10 - 5, as on Saturdays and Sundays					Regular playground hours, 10 - 5 A special event different from the event scheduled during the week. (Day and time will vary, depending on the activity.) At least one special event per week is recommended.	Regular playground hours, 10 - 5 Recreational centers will be open on Sundays where the community need is apparent. Use of facilities by the entire family should be encouraged
2 5 10	Regular playground hours during summer vacation periods 2 - 10. Regular Summer Program Basketball leagues - 2 - 3 nights Social Recreation, Fun Night, Sports Night or Dance - 1 night Co-recreational activities - 1 night Sports Clinics in the following activities: Golf, Tennis, and Gymnastics Meets for all comers in track and field events and gymnastics					Special groups, church leagues	

Swimming pools operate from 8 a.m. - 9 p.m. The schedule consists of the following: learn-to-swim lessons, 8 a.m. - 12 noon; synchronized swimming and life saving, 12 noon - 1 p.m.; recreational swimming, 1 - 3 p.m. and 3 - 5 p.m.; group swimming, 5 - 9 p.m.

A SUGGESTED WEEKLY AFTER-SCHOOL RECREATIONAL PROGRAM FOR SECONDARY SCHOOL YOUTH AND ADULTS AT SENIOR HIGH SCHOOL AND JUNIOR COLLEGE FACILITIES

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10 3	School in Session No recreational programs except at social centers in junior colleges.					(1) Physical fitness activities on field and in gym Basketball, football, track and field events, volleyball, baseball, badminton	Physical fitness activities on field and in gym Basketball, football, track and field events, volleyball, baseball, badminton Many father-and-son activities
5:30	Interscholastic Athletics No recreational programs except in junior and senior high schools and for special groups in dramatics, music, and crafts at senior high schools.				Social recreational night Sports night, fun night, or dance		
6:30 10:30	Community Recreation Hours Intra-mural physical recreation on fields and in gymnasiums Touch football, basketball, track and field events, baseball, volleyball, badminton, gymnastics, swimming, physical fitness activities					(2) Special group use Church leagues Industrial leagues	Special group use A.A.U. leagues Church leagues

(1) All-city special events for boys and girls are held on Saturdays in the following: badminton, table tennis, chess, fly casting, fishing derbies, volleyball, rifle shooting, archery, golf, swimming, tennis, barber shop quartet singing, modern dance shows, and other activities.

(2) Sports fitness centers operate on Saturday evenings.

A SUGGESTED WEEKLY PROGRAM FOR VACATION AND WEEKEND RECREATIONAL CAMPING FOR JUNIOR HIGH SCHOOL THROUGH ADULT AGE LEVELS[1]

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday[1]	Sunday[1]
7 -8	Breakfast and clean-up					Rise, flag raising, breakfast, and K.P., clean-up	
9:30	Arrival; campers group selves, stow baggage	Volunteers leave for noon cook-out and nature hike or exploration	Choice of out-door games, craftwork, firebuilding exhibition	Volunteers leave for noon cook-out and nature hike or exploration	Choice of out-door games or swimming[3]. Five-day campers pack for trip	Volunteers leave for noon cook-out and nature hike or conservation projects, construction, crafts, nature study	
12	Lunch and clean-up	Cook-out and clean-up	Lunch and clean-up	Cook-out and clean-up	Lunch and clean-up	Cook-out and clean-up	Lunch and clean-up
1	Rest (letter writing, sun-bathing, nap, quiet games)				Five-day campers leave	Canyon exploration, hike, or group work on conservation project, swimming (in season)	Weekend campers pack, clean up, and leave
2	Welcome; group orientation discussion. Topics: life in camp, facilities, and activities, cooperative program planning[2]	Trip to point of local interest	Volunteers prepare for overnight hike; others do crafts, using native materials; leather-work	Group work on conservation project (tree planting, trail blazing, cutting fire-breaks, or similar activities)	Weekend campers arrive (5 p.m.) group selves, stow baggage		
3	Choice of use of camp library, exploration, swimming[3], hiking, outdoor games (archery, fishing[3], reading[3]), crafts		Volunteers leave for overnight hike - others engage in activities listed for Mon. and Tues.		Welcome-group orientation, briefing on camp facilities and activities, cooperative planning program	3:30 Choice of outdoor games, hiking, sun-bathing, crafts, forestry projects	
5:30	Supper and clean-up				Dinner		
6:30	Choice of activities, such as letter writing, games, nature photography, sketching, nature or conservation film				Social interest period (checkers, ping pong, rest)		
7:30	Campfire						
	Pioneer or specific local stories, mixer or icebreaker activities, community singing	Games: quiz, pantomime, improvisations[4] Dancing - social[3] and folk	Games: Twenty Questions, community singing	Talent show, dramatic skits, and social[3] or square dancing	Campfire activities: variety shows or talent skits; group games; square dancing; flashlight hikes; star study; sunset hike; parties appropriate to the season		
9:30	Lights out				Taps	Taps	

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1 The shaded area indicates the weekend program.
2 The detailed program developed will vary with the nature of the campsite and the interests of the group.
3 These are conducted where facilities are available.
4 These are dramatics in which the situation and characters are outlined and the dialogue is spontaneous.

SECTION IV

THINGS TO COME

THE LOS ANGELES CITY SCHOOL SYSTEM LOOKS TO THE FUTURE.

The Expanding Community

The Problems of Rapid Growth

The Role of Recreation Services in an Expanding Community

The Forecast for Youth Services in the Next Decade

Youth Services Contributes to a Better Tomorrow

TOMORROW PROMISES EXPANSION OF THE PRESENT PROGRAM
AND DEVELOPMENT OF NEW ACTIVITIES.

Section IV

THINGS TO COME*

The Los Angeles City School System Looks to the Future.

THE EXPANDING COMMUNITY

- During the next 10 years, the Los Angeles city population probably will increase to 4,000,000. Such tremendous growth means a greater concentration of population and continuous movement of people both within and in and out of the city. Many more will live in the surrounding cities and commute to the city.

- Other sociological changes are expected to take place. Older citizens are expected to live longer and to comprise a slightly larger percentage of the total population. The low birth rate of the depression years, to be reflected in the 35-44 age bracket, should be offset by the increased birth rates of the 1940's and the 1950's. Earlier marriages may tend to increase the number of births and result in an increase in the school-age group. The school population, which has increased 85 per cent between 1951 and 1961, is expected to increase another 85 per cent by 1970. Continued assimilation into the social structure of several ethnic groups can be expected. These changes should alter significantly the composition of the population.

- The continued growth of the Los Angeles metropolitan area as one of the leading industrial centers in the United States will present its problems. A diversified economy probably will require an increase in the work force. Serious shortages among the highly skilled and professional groups may occur if schools do not provide the required training. Older skilled workers may be retained longer, more women may be employed, and youth may find keen competition for positions demanding more training and education. Automation probably will eliminate many routine types of employment but will increase the need for maintenance and creative services. The number of agricultural workers is expected to decline.

- Housing developments, both public and private, should be in continued demand. Redevelopment of older neighborhoods will be required to cope with the increased population and its mobility. Transportation must be revolutionized to accommodate a greater concentration of industries. The two-car family may be almost universal. Adequacy and ease of transportation, locally or extensively, should require much attention.

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*Based upon the Metropolitan Recreation and Youth Services Council study, The Next Ten Years - Factors Influencing Recreation in Los Angeles County, 1959.

THE PROBLEMS OF RAPID GROWTH

- Population growth, movement, and changes are expected to increase their influences on individuals, families, groups, neighborhoods, and communities. The physical and emotional well-being of all will be affected.

- Population changes probably will mean general crowding, new and strange neighbors, an intensified search for housing and employment, and possible competition between age groups, ethnic groups, neighborhoods, and communities. Unless additional community services of all kinds are provided to compensate for additional pressures, social conflicts may increase, emotional tensions may intensify, and physical fitness of individuals may be endangered.

- Recreation is a steadying influence and service to all in this area of rapid growth.

THE ROLE OF RECREATION SERVICES IN AN EXPANDING COMMUNITY

- The adjustment of people to the major changes which are anticipated will require the combined services of many persons, including educators, social workers, personnel counselors, and recreation leaders. In a maturing community, the last of these is in no sense the least important.

- The community accepts recreation as a stabilizing influence in an increasingly complicated pattern of living. Personal turmoil brought about by ever-changing living conditions must be counterbalanced by guided use of leisure time. Many individuals, families, and groups will make their own way, but others will urgently need guidance in their search for desirable leisure-time pursuits.

- Personnel who provide recreation services must be ever alert to the changing needs of the community and should emphasize the values inherent in well-balanced daily living. Recreation agencies and organizations should provide greater program opportunities, more varied activities, more complete coverage of interests, and better coordination of services. To meet the demands for recreation services, professional leadership and adequate financial support, augmented by able volunteers, are essential.

- Within a given community, those seeking better recreation programs must approach the planning and provision of total services as scientifically as possible by continuous research, periodic appraisal, and continuing planning. Roles of specific recreation services must be defined and redefined. A strong, coordinated effort by personnel in all recreation services will be required to maintain the greatest effectiveness.

THE FORECAST FOR YOUTH SERVICES IN THE NEXT DECADE

- Groups and individuals have expressed hope that Youth Services Program will be able to achieve some of the following objectives in the next decade:
    - Expand the present recreation program on a school and community basis.
    - Provide more close-to-home neighborhood recreation and leisure time centers for youth and parents during out-of-school hours, in late afternoons and evenings, on weekends and holidays, and during vacation periods.
    - Assist participants in the early and continuous development of habits of worthy use of leisure time.
    - Continue the development of desirable attitudes and appreciations.
    - Continue to emphasize the values of leadership and group responsibility.
    - Improve social, mental, and physical well-being.
    - Continue to help children experience pleasure and satisfaction through play and creative activities.
    - Develop and improve recreational services in keeping with America's historic tradition of social and economic progress.
    - Keep pace in recreation with the cultural and scientific changes expected from rapid developments in communications, travel, and education.
    - Continue a flexible approach to the application of Youth Services functions as such factors as automation, shifting economic and international conditions, shorter work weeks, employment fluctuation, and divergent needs of varying areas within the school districts influence the needs for specific types of recreation services.
    - Enrich recreation by applying knowledge gained through research to the physical and emotional needs of individuals and of groups.
    - Provide services for greater numbers of pupils, out-of-school young adults, and senior citizens.
    - Increase the utilization of present facilities, particularly libraries, shops, laboratories, and all-purpose rooms; remodel and add facilities to provide for the changing needs of the future.

  - Provide more challenging and varied activities, making full use of new types of equipment as well as of new ideas.

  - Recruit potential leaders of high caliber and upgrade recreation personnel through additional training and compensation.

  - Develop procedures that will more effectively inform the public of the community recreation services available.

  - Support legislation which will steadily reinforce the vital place of recreation as a social institution.

  - Continue and consolidate the pattern of cooperation and relationships with other agencies in the community which offer recreation services.

- If the forecast for the next decade is reasonable, then within the next five or ten years it may be possible that:

  - School-connected recreation will be more fully recognized as a responsibility of school districts, with the understanding that such recreation is a necessary and effective extension of the entire educational program.

  - The community services tax ceiling will be extended beyond the existing maximum, if and when the need for additional services should so require.

  - Pilot programs and experiments will be conducted in:

    Organization of school-community recreation centers similar to those in Flint, Michigan, or in Milwaukee, Wisconsin.

    Organization of summer school "play schools" or centers.

    Tours and excursions to distant places, such as national parks, state capitals, the national capital, great cities, Alaska, Hawaii, Mexico, and Europe.

    Large-scale activities, such as a Hollywood Bowl Youth Services Program

    All-family events, in which every member of the family will find something appealing to do either indoors or outdoors at a school recreation center.

    Establishment of scholarships and fellowships for Youth Services personnel to afford leadership a means of strengthening their education in the recreation profession.

  - Each elementary school district will organize each year one or more mobile or traveling recreational units similar to the following:

Bicycle Circus
Children's Circus
Hobby Demonstration
Hobby Loan Library
Lapidary Show
New Games Show
Pet Demonstration
Puppet Show
Rifle Range Demonstration
Science Show
Sportsorama

- Dramatics activities will be increased to include a Little Theater, a Costume Center, an Adult Drama Group, and an All-City Talent Show.

- In cooperation with other recreational agencies, a Community Resources List will be prepared which will include names of persons who could aid in demonstrations and other aspects of the recreation program.

- Sports clinics, supported by public agencies, will be made available to junior and senior high schools to demonstrate in such areas as tennis, golf, fishing, badminton, and bowling.

- Outdoor education will come into its own at increased numbers of developed camp sites for use on a weekend or weekly basis and as outdoor classrooms. In addition, students will become acquainted first hand with natural outdoor areas, and the wonders of nature, near and far.

- Water education in its many phases will have great growth. Expanded programs will be designed to develop safe, efficient practice in the handling of small craft and proficiency and safety in water-riding activities such as surfing and skiing. In recognition not only of the healthful recreation involved but also of a general need to develop swimming skill and pool safety habits in an era when the backyard pool has become commonplace, each high school will be equipped with a school-community, recreational-instructional pool designed for year-round outdoor and indoor activities.

- The present procedure of assigning members of the regular, full-time teaching staff of the elementary schools to physical education and playground duty will be augmented in some instances by the addition of physical education teachers assigned on a full-time basis, to be present from late morning or noon until late afternoon or evening.

- As the scope of recreational programs is expanded to provide an ever-increasing variety of wholesome, productive, activities attractive to many interests, age levels, and capabilities, increased effort will be made to guide potential participants into such programs rather than simply to make them available. This step will open the entire range of true recreation to individuals who had engaged in activities which, in some instances were unproductive, anti-social, or merely time-consuming.

YOUTH SERVICES CONTRIBUTES TO A BETTER TOMORROW

Our Schools and Recreation has stated the recreational philosophy of the Los Angeles City Schools and the objectives, activities, and programs of the Youth Services Section. As these programs are conducted in the present and projected into the future, recreation personnel and the Youth Services Program will continue to be dedicated to improvement and expansion for a better tomorrow.

APPENDIX

A Recreation Policy Statement

Twenty-five Advantages of the Youth Services Program in the Los Angeles City Schools

Available Youth Services Programs

Available Youth Services Publications

Fact Sheet on Employment in the Youth Services Section of the Los Angeles City Schools

Fact Sheet for Administrators About the Youth Services Section of the Los Angeles City Schools

Fact Sheet on the Elementary School Youth Services Program in the Los Angeles City Schools

Fact Sheet on the Junior High School Youth Services Program in the Los Angeles City Schools

Fact Sheet on the Senior High School and Junior College Youth Services Programs in the Los Angeles City Schools

Fact Sheet on Operation Snowbunny Conducted by the Youth Services Section, Los Angeles City Schools

Fact Sheet on Operation Outdoors Conducted by the Youth Services Section, Los Angeles City Schools

Fact Sheet on Operation Rollerama Conducted by the Youth Services Section, Los Angeles City Schools

"Saturday" Playgrounds, a Summary of the "Saturday" Playground Guide for Secondary School Youth Services Personnel

A RECREATION POLICY STATEMENT

by the American Association for Health, Physical Education, and Recreation, 1959

Foreword. The American Association for Health, Physical Education, and Recreation, a department of the National Education Association, is a membership organization for professional workers in these three areas of endeavor. As such, it shares a responsibility for the upgrading of living; therefore, it is primarily concerned with the continuous improvement of the programs of health, physical education, and recreation with which its members are associated.

In fulfillment of this primary concern, the Association accepts responsibility to: (1) awaken and promote a wide and intelligent interest in the health, physical, and recreational needs of people; (2) disseminate accurate information bearing on these needs; and (3) aid in the professional growth and advancement of leaders concerned with the organization and direction of programs geared toward meeting these needs. Within the framework of our democratic society, the organization of programs directed toward meeting group or community needs in these areas is shared by other agencies and organizations with aims and purposes similar to those of this Association. There is a need for mutual understanding and concerted effort among these agencies and organizations serving the areas of Health, Physical Education, and Recreation. Its efforts shall be directly related to the needs of its members and the educational organizations and institutions with which they are affiliated.

In accordance with the foregoing statements, the Association sets forth, from time to time, Policy Statements and Directional Guides which govern its actions and define its program. The following Recreation Policy Statement is for that purpose.

A Recreation Policy Statement. The American Association for Health, Physical Education, and Recreation has five immediate concerns in the field of recreation. These five concerns and the responsibilities toward them which the Association accepts are hereinafter set forth.

1. Recreation in education

   Education has a responsibility for helping individuals acquire and develop skills, appreciations, insights and resources usable for the individual and family unit throughout life for the enrichment of an increasing leisure. The Association accepts a responsibility to promote the establishment, maintenance, and improvement of general and specific curricular programs which contribute to this aim in the schools, colleges, and universities of this country.

2. Education-related recreation in the community

   In our modern concept of education the relationships of the school to the community have broadened. Educational institutions are reaching a more inclusive age range through nursery and adult education programs. Furthermore, educational experiences - in recreation as well as in other fields - are related to the individual's living experiences in today's school. As a consequence, education is closely involved with community recreation experiences. Other organizations and agencies are also concerned with the recreation experiences of individuals attending or associated with the school. Many of the goals of these agencies and organizations and goals of schools are closely aligned. However, neither the agency, the organization, nor the school can furnish all the recreation services and experiences desirable in a complex democratic society. A cooperative approach is essential with education assuming the role of an active participant.

3. Resources for recreation

There is a need for more efficient and economical use of total resources on local, state, and national levels. On the local level, the community school is a functional facility for community education and reflects the philosophy that the people's investment in the modern school plant is so great that it must be made available for community use. Furthermore, community schools are often cooperatively planned in conjunction with other city property, such as parks and play areas. The design and use of public and private agency buildings for community-wide purposes during off-hours are to be encouraged. The development of new patterns of democratic planning and use of facilities paid for by residents in the community either through taxes or donations is essential. The community dollar must be spent for maximum service. On the state and national levels also, new patterns of cooperative planning will contribute greatly to a more efficient use of total resources available for recreation and education.

The Association has a responsibility to aid in interpreting the need for adequate school plants and the development of patterns of democratic organization and control which make possible a wide use of these plants for both education and recreation. Similarly, it accepts a responsibility to aid in the development of patterns of cooperative planning by and between agencies and organizations on the local, state, and national levels, both public and private. Its efforts to these ends will be directed through its members and through the organizations and institutions with which it is officially affiliated.

4. Research for recreation

Its fourth concern with recreation relates to the utilization of research methods and programs as a means of discovering sound development in recreation. In this connection recreation should be considered (1) as an individual need, (2) as an area of social relationships, and (3) as one of a family of services directed toward the attainment of individual growth and development and community well-being.

The Association accepts a three-fold responsibility with respect to this concern. It accepts a responsibility to encourage colleges, universities, hospitals, and other institutions which have research functions and resources to undertake research projects. It accepts a responsibility to promote and participate in selected research projects. In addition, it accepts the responsibility to publicize research opportunities, resources, and results through the media it has at its disposal.

5. Professional preparation in recreation

Its fifth concern with recreation relates to the preparation and qualification of professional workers for this field of service.

Professional preparation and qualification by registration, and eventually by certification, of personnel will contribute to the understanding, interpretation, and continued growth of recreation as a force in individual and community life. This is an essential service if the personnel available is to be adequate for the undertaking. The Association accepts a responsibility to aid educational institutions engaged in the professional preparation of recreation personnel in the development of curricula and professional competencies and to encourage employing agencies to hire only qualified personnel.

Cognizance is taken of the current need for greater emphasis in the teacher education curriculum on the aging population and the related science of geriatrics, the contribution recreation can make toward physical fitness, and the vast growth of interest in outdoor education and water sports. Furthermore, re-appraisal is also in order of our leisure time needs in the light of our mounting mental illness rate, and the values of recreational pursuits toward total living.

TWENTY-FIVE ADVANTAGES OF THE YOUTH SERVICES PROGRAM IN THE LOS ANGELES CITY SCHOOLS

The following material concerning the values of a school-operated Youth Services Program is the result of the thoughtful consideration of an overall committee composed of administrators, teachers, and Youth Services personnel.

1. With more than 500 accessible neighborhood school locations, almost every child and adult in the tremendous Los Angeles area of the City School Districts is within convenient distance of a wealth of recreational opportunities for play, fun, pleasure, relaxation during and after the school day, evenings, holidays, weekends, and vacation.

2. The Youth Services Program provides for all ages and levels -- elementary, junior high, senior high, junior college; children, young adults, senior citizens, veterans, athletes; members of business, labor, industry, ethnic, religious, hobby and service groups.

3. The Youth Services Program implements recreationally the Civic Center Act, which provides that a civic center be established in every public school building and on school grounds where citizens, P.T.A. members, and youth groups may meet and engage in supervised recreational activities. Under this Act, parents and youngsters can share in family recreation in familiar school surroundings. As a result of the Community Recreation Act and the provision for a community services tax, the schools become the logical agency to provide school-connected recreation.

4. The Youth Services Program has excellent cooperative agreements with other agencies, through which it shares with the Los Angeles City and the Los Angeles County Parks and Recreation Departments the responsibility for effectively and economically serving the public; continual care is exercised to prevent overlapping of services.

5. The Youth Services Program utilizes a variety of school and community resources -- auditoriums, classrooms, swimming pools, gymnasiums, camps, beaches, and mountains -- in providing a variety of opportunities through arts and crafts, camping, citizenship and community service, clubs, dances, dramatics, speech contests, social events, special events, physical recreation events, and tours and excursions.

6. Assignments in the Youth Services Program can aid teachers and teaching by placing certificated personnel with children of many levels and abilities; by providing extra-curricular experiences that contribute to the teachers' prestige, acceptance, and rapport with students; and by training teachers in new skills, areas, specialties. Similarly, through Youth Services assignments, future administrators gain helpful experience with pupils, staff, and community.

7. Because the Youth Services Program is distinctly a part of the school organization, *planning can be from both the educational and the recreational points of view* so as to assure *maximum economy* especially in budgetary planning, in the *interrelationship of education and recreation*.

8. The Youth Services Program provides application on the playground of *human relations precepts* taught in the classroom in social studies, leadership, and other classes. It provides additional *experiences in leadership*, not only for the *gifted* but also for those whose potential may be undeveloped until referral from the classroom teacher or the counselor to the cooperating recreation staff member.

9. The Youth Services Program seeks to *bring those indoors into the outdoors* not only through its playground program but also through its camping program, with emphasis upon conservation education, science education, human relationships, personal health, spiritual values, and arts and crafts.

10. The Youth Services Program is *economically financed and effectively organized, administered, and controlled* by school personnel thoroughly familiar with skilled procedures.

11. As part of the evolving "community-school, community-curriculum" concept, the Youth Services Program exemplifies a trend and provides a ready-made vehicle toward *making the school a community center in education via recreation*.

12. The Youth Services Program has the *assistance of school administrators and supervisors* who are close to the youngsters they serve and who can vitalize the program through their expert personal acquaintance with curriculum requirements, guidance techniques, personnel working in the program, problems of continuity of maintenance and upkeep of facilities, and control of standards of operation and programming.

13. The Youth Services Program removes barriers between "*in-group*" *and* "*out-group*" *members* because it assimilates minority groups, new students, and migrants into socially accepted units.

14. Because of familiarity and authorization, school personnel can *conserve and make maximum utilization of school property and equipment* as well as assure that such property and equipment receive proper treatment at the hands of participants. Fostering of such consideration may have positive carryover into the classroom.

15. Experiences in the Youth Services Program *meet many human needs* -- social, mental, emotional, and physical -- as expressed in *Point of View*, the statement of philosophy of the Los Angeles City Schools.

16. Youth Services events can easily and quickly be publicized via school media -- bulletin boards, public address system, announcements, classes, clubs, and publications -- in accordance with school policies and in the language familiar to children, parents, and teachers. It is convenient for the school administrator and playground personnel to plan and confer during the school day.

17. Youth Services personnel contribute effectively in community organizations, such as the P.T.A., coordinating councils, church groups, and service clubs, and in drives and campaigns such as for the Red Cross, March of Dimes, and Community Chest. They demonstrate their sincere interest in the welfare of others, and especially of youth.

18. The Youth Services Program is free from entangling political or governmental pressures because the schools are traditionally able to operate independently.

19. By providing safe, supervised, and sympathetic social-recreational experiences, the Youth Services Program assists in the adjustment process for all youngsters, including those with problems, those difficult to reach, those whose juvenile high spirits might otherwise lead them to acts of delinquency, those who are underprivileged or come from underprivileged areas, and those who are children of working parents and find the school-supervised playground a home and a haven.

20. The Youth Services Program provides a staff which is highly qualified by virtue of experience, certification, maturity, and specialization. It is able to utilize teachers with special skills and training to sponsor events and activities involving arts and crafts, drama, dancing, and music. As some Youth Services volunteers work with youth in informal instructional situations, they may become recruits to teaching as a career.

21. The Youth Services Program supplements the classroom's curriculum with an "out-of-class-time curriculum" in art, music, drama, homemaking, physical education, health, and science, thus enriching the school program with many challenging "electives," especially for the talented and the gifted.

22. Youth Services experiences are an invaluable guidance resource utilized by teachers, counselors, and administrators to develop the mental and physical well-being of participants.

23. Youth Services personnel utilize the regular school safety program, including established school procedures for such emergencies as accidents, disasters involving civil defense, fires, and earthquakes. Parents feel assured in knowing that Youth Services can efficiently utilize established lines of communication from home-to-school and from school-to-home.

24. By engendering good will, the Youth Services Program can benefit other school programs and projects, both academic and non-academic.

25. By recognizing that learning is continuous, Youth Services personnel plan recreational activities as educational experiences; therefore, they are able to develop further the skills taught in the classroom --in arts, crafts, music, drama, physical education, and other fields-- through utilizing the playground as a learning laboratory.

AVAILABLE YOUTH SERVICES PROGRAMS

The following programs are available without charge to clubs and other community groups. Unless otherwise indicated, call 625-8921, Ext. 555, for further information. A request form will be provided.

For nearly all presentations, the time length is flexible.

TOPIC	DESCRIPTION
THE YOUTH SERVICES STORY	Slide-talk evaluation of the overall recreation program of the Los Angeles City Schools; questions and answers
THE ROLES OF PUBLIC EDUCATION IN RECREATION	Slide-talk narration regarding this policy statement by the American Association for Health, Physical Education, and Recreation
SCHOOL RECREATION FOR ELEMENTARY AGE CHILDREN	Choice of slides, talk, demonstrations; or a combination (Call local elementary district office. See Appendix, p. 73.)
YOUTH IN GOOD INSTEAD OF IN TROUBLE	Teenage participation in the Youth Services Program
JUNIOR HIGH SCHOOL HIGHLIGHTS	Recreation activities in the junior high schools (Call NO 5-5761.)
SPECIAL ON SPECIAL EVENTS IN THE SENIOR HIGH SCHOOLS	Slides and talk on annual all-city events, sports nights, and other activities (Call 625-8921, Ext. 497.)
ELEMENTARY SCHOOL SUMMER PLAYGROUND PROGRAM	Color motion picture showing variety of programming (Call Youth Services District Elementary Specialist: See Appendix, p. 70.)
WHEN SCHOOL'S OUT, RECREATION'S IN	Slides and talk on the winter season's school levels
OPERATION SNOWBUNNY	Slides and talk on the winter season's "classroom in the snow"
CHAPARRAL CLASSROOM	Color motion picture on school camping (Call NO 5-4626.)
OUTDOOR EDUCATION	Slides on Clear Creek, Pt. Fermin, and Camp Crystal
THE LOCAL SCHOOL RECREATION PROGRAM	As arranged with local office. (See Appendix, p. 70.)

Other programs can be arranged regarding special events and activities, such as swimming, tours and excursions, dances, and arts and crafts. Displays and demonstrations may be included by request.

AVAILABLE YOUTH SERVICES PUBLICATIONS

In addition to the materials included in the Appendix of this publication, the following are available, some at nominal charges, from the Youth Services Central Office, 625-8921, Ext. 555.

"Fact Sheet on Youth Services." 8 pp. illustrated

"Right Back to School." The Youth Services Program. 4 pp.

"About the Youth Services Program." 32 pp. illustrated

"Objectives of the Youth Services Program." 10 pp.

"School Recreation Comes of Age." 9 pp.

"Los Angeles City Schools Youth Services Program in Relationship to Other Agencies Providing Recreation." 4 pp.

"Manual on Use of School Facilities by Recognized Recreation and Youth-Serving Agencies Within the Los Angeles City School Districts." 6 pp.

"School Recreation Guide for the P.T.A." (suggestions and personnel)

"When School's Out, Recreation's In." (reprint of CTA Journal article)

"What Should the 5¢ School Recreation Levy Buy?"

"The Next 10 Years." Factors Influencing Recreation in Los Angeles County. 25 pp. Published by the Metropolitan Recreation and Youth Services Council

"P.T.A. Check List for Special Events" (suggestions on safety, etc.)

"A Guide to Sponsorship of Teen Clubs." 7 pp.

"Conducting Teen-Age Dances." 9 pp.

"Community Recreation Trips"

"A Guide to Backyard Recreation"

"Special Events Guide." 6 pp.

"How to Plan a Christmas Dance"

"Sports Night Guide." (Condensed version) 3 pp.

"Fact Sheet on Clear Creek School Camp"

"Outdoor Education and School Camping." 126 pp.

"Operation Snowbunny." (reprint of newspaper article on snow trips)

"Planning Your Roller Skating Party." 4 pp.

The above list is subject to change as new titles become available or as supplies on hand become depleted.

fact sheet on

EMPLOYMENT IN THE YOUTH SERVICES SECTION

of the Los Angeles City Schools

WHAT IS YOUTH SERVICES?

"Youth Services" is the name of the Los Angeles City Schools program of school-connected out-of-class-hours recreation. This program provides organized, supervised recreational activities for all age levels. Youth Services extends the educational process into the recreational setting by providing in a "practice laboratory" educational experiences which supplement skills and knowledge learned in the classroom. Its motto is "Education via Recreation."

WHAT FULL-TIME POSITIONS ARE AVAILABLE IN YOUTH SERVICES?

Positions exist at both administrative and operational levels. Full-time certificated positions are: Supervisor in Charge, Supervisors for various levels and responsibilities, and Specialists. There are also full-time non-certificated positions.

WHAT PART-TIME POSITIONS ARE AVAILABLE IN YOUTH SERVICES?

Part-time positions include Recreation Directors in the fields of aquatics, arts and crafts, athletics, dramatics, nature and camping; Recreation Pool Manager; Pool Lifeguard; Playground Director: Assistant Playground Director; Costume Maker; Play Leader; Student Aide; and Student Worker.

WHAT ARE THE POSITIONS IN OUTDOOR EDUCATION AND CAMPING?

Outdoor education and camping call for the services of a Recreation Director, nature; a Recreation Director, camping; and a Teacher Consultant. The duties of other part-time workers compare to those regularly engaged in playground activities.

WHEN ARE OPPORTUNITIES FOR EMPLOYMENT MOST LIKELY TO EXIST?

Youth Services programs and opportunities in part-time employment are greatly expanded during vacation periods. In addition to the regular positions listed, there are many volunteer positions to be filled, especially in the summer.

HOW ARE ADMINISTRATIVE POSITIONS FILLED?

All administrative positions are filled by open competitive examination and/or evaluation, usually on a promotional basis from within the staff. When openings occur, schedules for the filing of applications are circulated throughout the school districts. Applications may be filed at the Personnel Division, Administrative Offices.

HOW ARE PART-TIME POSITIONS FILLED?

Applicants for part-time employment at the secondary school level may apply directly to the administrator at the junior or senior high school where they wish to work or at the central Youth Services office. Applications for part-time positions at the elementary level are taken by the Youth Services Specialist at any of the six elementary district Youth Services offices.

WHERE ARE THE ELEMENTARY DISTRICT YOUTH SERVICES OFFICES?

The six Youth Services elementary district offices serve each of the six elementary districts in the Los Angeles city school system:

Central District
644 W. 17th Street
Los Angeles 15
RI 9-4375

East District
1555 Norfolk Street
Los Angeles 33
CA 2-9141

South District
1208 Magnolia Avenue
Gardena
FA 1-6355 or DA 3-9850

Valley-East District
10952 Whipple Street
North Hollywood
TR 7-0121 or PO 6-3804

Valley-West District
6505 Zelzah Avenue
Reseda
DI 5-3436

West District
8970 W. Harratt Street
Los Angeles 46
BR 2-6845 or CR 4-8646

HOW ARE FULL-TIME PLAYGROUND PERSONNEL POSITIONS FILLED?

Full-time positions are filled by open competitive examination or evaluation. Part-time, temporary workers, if qualified, are employed upon filing of an application and by interview.

WHAT ARE THE SALARIES AND RATES OF PAY?

Salaries for full-time administrative and supervisory positions are stated on the regular certificated salary schedule. Part-time employees are paid at hourly rates comparable to similar positions in civil service. Pay scales fluctuate from year to year; however, the 1962-63 schedule listed full-time administrative positions at rates comparable to those for other administrative positions; Specialists slightly above the monthly teaching scale; and part-time employees at hourly rates from $1.27 to $2.81.

WHAT ARE THE TRAINING AND EXPERIENCE REQUIRED OF APPLICANTS?

The training and experience required of applicants vary with the position and responsibilities concerned. The Supervisor in Charge has an earned doctorate and wide experience in public and private recreational programs. Other Supervisors and Specialists have completed advanced studies in education and recreation and have several years of experience in those fields. Other full-time employees are college graduates with several years of experience in recreation and working with young people. Part-time employees are college graduates, usually teachers, with experience and interest in school work, whose recreation background can be supplemented through in-service training courses. Some positions as playground assistants are held by students who have completed a minimum of two years of college. Volunteer workers are expected to have had adequate education to conduct the programs and some previous experience in working with youth groups.

WHAT ARE THE ADVANTAGES OF EMPLOYMENT IN YOUTH SERVICES?

Many administrators and teachers find that working with youth in the educational-recreational program is a valuable experience in their careers. In addition, employment provides the satisfactions, security, and advantages of working in a large city school system.

fact sheet for

ADMINISTRATORS ABOUT THE YOUTH SERVICES SECTION of the Los Angeles City Schools

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WHAT IS YOUTH SERVICES?

It is school-connected recreation "Youth Services" is the name of the Los Angeles City Schools program of recreation during out-of-school hours on weekdays, weekends, vacations, and holidays. Primarily, it uses school playgrounds and other school facilities. Youth Services personnel cooperate with staff members of other community agencies. Included are many activities -- physical, social, dramatic, arts and crafts, music, citizenship, excursions, and some others -- none of which is student body financed or sponsored.

WHAT IS THE ROLE AND RESPONSIBILITY OF THE ADMINISTRATOR?

The administrator can be very helpful in implementing the program, particularly by informing the community of activities involved and stressing the articulation of education with recreation. During the school year, the principal is responsible for the program. When the administrator is not on duty; Youth Services personnel are directly responsible to the supervisor at their school level.

WHAT FUNCTIONS DO THE YOUTH SERVICES SUPERVISORS PERFORM?

In each elementary district, a Youth Services specialist puts the approved Youth Services programs into operation. The specialists are directly responsible to their respective elementary district assistant superintendents for overall supervision and to the elementary Youth Services supervisor for technical supervision. The junior and senior high school Youth Services supervisors are responsible to the Supervisor-in-Charge of the Youth Services Section in planning and directing activities at the secondary level. All supervisors are available to obtain and place personnel. They are prepared to offer practical advice concerning program needs and are responsible for assuring that funds are expended only in accordance with authorized policies.

HOW MUCH YOUTH SERVICES TIME IS ALLOTED TO EACH SCHOOL?

Each school level has a basic program of activities organized on the basis of a time allotment which is dependent upon the overall school program and budget.

WHAT IS THE ADMINISTRATOR'S RELATIONSHIP TO EMPLOYMENT OF YOUTH SERVICES PERSONNEL?

The principal, in conference with the Youth Services supervisor, selects persons to be employed at his school. Of the more than 3,000 Youth Services personnel, most are teachers who provide a few hours of service per week during the school year and perform additional service during the summer. Others include high school student workers, college play leaders, assistant playground directors, and professional recreation directors. In extreme situations and after approval of the Youth Services Section on the appropriate forms, police may be assigned and paid.

IS SUMMER EMPLOYMENT IN YOUTH SERVICES AVAILABLE TO THE ADMINISTRATOR?

The administrators themselves have adopted the policy of employing other persons.

WHAT IS THE DIFFERENCE BETWEEN THE REGULAR DUTY ASSIGNMENT OF A TEACHER AND HIS EXTRA-DUTY ASSIGNMENT AS A LEADER OF YOUTH SERVICES ACTIVITIES?

A teacher's regular assignment is for a six-hour day ending at 3:30 p.m., plus an average of two hours per day of additional duty in supervision, preparation, marking papers, attending meetings, etc. Youth Services may pay teachers only for services performed over and above the regular assignment.

MAY TEACHERS BE PAID FOR HOBBY CLUB MEETINGS DURING THE NOON HOUR OR AFTER SCHOOL?

No. Such extra-curricular noon and after-school activities are considered a part of the normally expected work load. Even though service after 3:30 p.m. and at other special times can be compensated, available Youth Services funds are needed to provide leadership for large-scale activities.

CAN SUPERVISING TEACHERS BE PAID FROM YOUTH SERVICES FUNDS FOR STUDENT BODY DANCES?

No. Regular student body dances are not subsidized in any way by Youth Services since the Youth Services Program provides ADDITIONAL activities. Money received as admission for Youth Services events is not intended as pay for teachers or others.

WHAT COMPENSATION IS ALLOWED TO TEACHERS SPONSORING YOUTH SERVICES ACTIVITIES?

The pay of workers in various classifications is established by the Board of Education. Most employees are paid at an hourly rate.

WHAT IS THE SOURCE OF YOUTH SERVICES FUNDS?

The largest portion of the funds is derived from the community services tax as provided by the Education Code of 1959, Section 20801, and as amended by Assembly Bill 47. Other funds are received from Los Angeles County for school-connected recreation in the unincorporated areas of the Los Angeles School Districts. It is not recommended policy to raise money by charging fees.

MAY FEES BE CHARGED FOR YOUTH SERVICES ACTIVITIES?

Youth Services activities are primarily for participants, not for outside spectators; therefore, no spectator admissions are collected. Fees are not charged for Youth Services activities. Participants MAY organize into a club and assess themselves to expand the program beyond that which Youth Services can furnish. As clubs, school groups MAY CHARGE a nominal fee to expand their programs.

HOW DOES THE YOUTH SERVICES ATHLETIC PROGRAM SUPPLEMENT JUNIOR HIGH SCHOOL PHYSICAL EDUCATION CLASSES AND SENIOR HIGH SCHOOL INTERSCHOLASTIC ATHLETICS?

In junior high, Youth Services personnel conduct an intramural program of physical recreation after school. The noon intramural program is not a Youth Services activity. In senior high, Youth Services recreation is primarily at night and on Saturday and in addition to a varied program of recreation. It provides an outlet for those primarily concerned with physical recreation even though they may not participate in inter-scholastic sports.

WHERE MAY FURTHER INFORMATION BE OBTAINED?

Further information may be obtained from the respective elementary, junior high, or senior high supervisors. Questions regarding general policy, budgeting, school-community regulations, and similar topics are referred to the Central Youth Services Office (625-8921, Ext. 537).

fact sheet on

THE ELEMENTARY SCHOOL YOUTH SERVICES PROGRAM

in the Los Angeles City Schools

AT WHAT AGE ARE YOUNGSTERS ELIGIBLE TO PARTICIPATE?

The Youth Services Program in the elementary schools is primarily intended to meet the recreation needs of elementary school age children during after-school hours and summer vacation periods. The program and facilities are not planned for children of pre-school age, but they may attend when accompanied by adults. More than 400 elementary school playgrounds are open. Pupils at other educational levels and some adults frequently use elementary school facilities.

WHAT ARE THE PLAYGROUND HOURS?

During the school year, after-school hours at most locations are from 3 to 5 p.m. Summer hours are from 10:30 a.m. to 5 p.m.

WHAT IS THE PROGRAM?

Both organized and individual activities are provided for boys and girls. Tournaments, play days, intramural leagues, and team play are part of the weekly program. A variety of activities of a specialized nature, such as crafts, play acting, story telling, music and rhythmic activities, viewing films, quiet games, and roller-skating supplement this program. In the summer, the playgrounds have a maximum program of activities and the greatest number of participants.

MAY THE YOUNGSTERS GO TO CAMP OR TO THE BEACH?

The Youth Services Outdoor Education Program augments the school playground schedule. In the summer, Point Fermin Lighthouse Camp in San Pedro accommodates boys and girls, ages 9-11. Clear Creek Camp, consisting of 107 acres in the Angeles National Forest, is for children between the ages of 11 and 14 for week-long periods throughout the year. Activities include hiking, nature study, crafts, archery, horse-shoes, camp fires, singing, swimming, shell crafts, camp cookery, games, and fishing. A minimal weekly fee is charged for participation in camp activities. Camp Crystal is a summer day camp in Griffith Park. Special day-long trips are provided to such places as Cabrillo Beach for swimming, to zoos and parks, and to museums, as well as to many other points of interest. Separate sheets are available about these facilities.

ARE THE ACTIVITIES ONLY PLAY, OR DO PARTICIPANTS LEARN SOMETHING?

Largely an extension of the physical education instructional program, the Youth Services Program offers children a "laboratory" for application of many of the skills that they acquire during the regular school day. Reading, arithmetic, speech, art, and physical education are examples of subjects which are supplemented. Many opportunities are provided for the development of leadership, citizenship, and character. Participants develop skills, talents, and abilities under guidance of trained recreation leader-teachers.

WHO CONDUCTS THE ACTIVITIES?

Qualified recreation personnel conduct the program. Most of them are certificated elementary school teachers working part-time in addition to their regular teaching duties. Additional playground personnel, including recreation specialists, are added for the summer program. In-service training is offered in arts and crafts, music, story telling, play acting, games, folk dancing, and rhythmic activities, as well as in safety and general administration.

HOW MUCH SUPERVISION IS PROVIDED?

Adequate supervision is provided at all times. First aid knowledge is required of all personnel. All Playground Directors are instructed relative to the inspection and safe use of apparatus and equipment. Emergency procedures are well defined and thoroughly understood.

WHAT SORT OF CLOTHING SHOULD CHILDREN WEAR?

Clothing and shoes should provide for comfort and safety and should assure free and easy movement.

WHO ADMINISTERS THE PROGRAM?

Leadership in overall planning, budgeting, and school-community relations is provided by Supervisors in the Youth Services Section, Physical Education, Safety, and Youth Services Branch, Division of Instructional Services. In each elementary district, a Youth Services specialist puts the approved Youth Services programs into operation. The specialists are directly responsible to their respective elementary district assistant superintendents for overall supervision and to the elementary Youth Services supervisor for technical supervision.

WHO PAYS FOR THE YOUTH SERVICES PROGRAM?

Funds for the Youth Services Program are derived primarily from the annual budget of the Los Angeles City Schools. Most revenue is received from the California State Community Services tax. Funds authorized are separate and distinct from those used for teacher salaries and for instruction. Los Angeles County allots a sum for certain Los Angeles city schools located in county territory. The Youth Services Program, in keeping with the policy established by the Los Angeles City Board of Education, operates on a no-charge basis. Exceptions are minimal weekly summer camp fees and nominal swimming and bus charges. All elementary school playground activities are provided without charge.

ARE PARENTS WELCOME ON THE PLAYGROUND?

Definitely, yes. As in the regular school program, parents are encouraged not only to visit but also to participate in many of the activities. Parent nights are an integral part of the summer program. Especially during the summer, parent volunteers help to enhance the success of the elementary school Youth Services Program.

HOW IS THE PROGRAM BEING IMPROVED?

Wherever possible, the Youth Services Program is being strengthened to meet the needs of children during their leisure time in the "space age." The program is consistently being improved by provision of additional school facilities and services for children in these "around-the-clock, around-the-year" experiences. Continuous evaluation by leaders in the fields of recreation and education assures an even better Youth Services Program in the years to come.

fact sheet on

THE JUNIOR HIGH SCHOOL YOUTH SERVICES PROGRAM

in the Los Angeles City Schools

WHAT IS YOUTH SERVICES?

"Youth Services" is the name for the Los Angeles City Schools' program of school-connected, out-of-class-hours recreation. This program involves sponsorship of organized, supervised, recreational activities for persons of all age levels. Youth Services extends the educational process into the recreational setting by providing a "laboratory" in which pupils can develop and apply skills and knowledge learned in the classroom. The motto of the program is "Education via Recreation."

WHY A YOUTH SERVICES PROGRAM?

To provide recreational opportunities for a growing population, the Los Angeles City Board of Education in 1945 established the Youth Services Section to organize, develop, and implement a city-wide program of recreation. Although primarily for school-age children, the facilities and opportunities are available for other age groups and to other community recreation agencies.

WHEN ARE YOUTH SERVICES EVENTS HELD?

The Youth Services Program is scheduled outside of regular school hours on weekday afternoons, weekends, evenings, vacations, and holidays.

WHERE IS THE JUNIOR HIGH SCHOOL PROGRAM HELD?

The Junior High Youth Services Program is conducted primarily in school gymnasiums and rooms and on athletic fields, but it also benefits from such facilities as camps, beaches, and museums made available by other agencies.

WHAT ARE THE CHIEF ACTIVITIES?

Activities that meet the need for physical recreation are conducted on playgrounds after school and during holidays, vacations, and weekends. Both organized play and open recreation are provided. Athletic clubs for both boys and girls engage in organized individual and team sports. Playground facilities are used by individuals or groups on a "drop-in, self-organize-and-use" basis. Social recreation is conducted by teen-age groups open to all students. These may be clubs which sponsor dances, sports nights, or special events, such as a pizza party or a watermelon feed; or clubs formed around special interests, such as mathematics, science, photography, or any of a variety of hobbies. Among hundreds of constructive "recreation-education" experiences are arts and crafts, dramatics, tours and excursions, viewing films, camping, music, rollerskating, and playdays. Finally, a program of community recreation is available for groups who may wish to make use of school facilities in the evening or on weekends.

WHO ORGANIZES AND CONDUCTS THE ACTIVITIES?

Trained personnel, mostly teachers, select and plan activities. The playground director organizes the activities on the school playground; the non-school agencies and other community groups which use school facilities are responsible for their own activities. The principal and Youth Services coordinator approve the activities and prepare a calendar of events at the beginning of each semester.

WHO IS THE YOUTH SERVICES COORDINATOR?

The school principal appoints a qualified man or woman as Youth Services Coordinator. This coordinator is responsible to the principal or to his delegated representative and works directly with the faculty, with the Junior High School Supervisor of Youth Services, and with the staff of the Youth Services Central Office.

WHAT ARE THE YOUTH SERVICES COORDINATOR'S RESPONSIBILITIES?

The Youth Services coordinator is the liaison between principal, faculty, students, and Youth Services supervisors. He determines needs and desires through surveys and plans and conducts a program of activities. With administration approval, he appoints sponsors; arranges budgetary time; coordinates scheduling of events and facilities; and orders, stores, maintains, and arranges use of equipment. He works directly with club members and sponsors in scheduling and conducting special events. He completes and files regular reports. Within the framework of the Education Code and the Administrative Guide, particularly the Safety Handbook, he is responsible for the safety, health, and sanitation in the conduct of events. He works directly with the financial manager in business matters. He provides information to community media and organizations.

WHAT DO THE ACTIVITIES COST?

Youth Services operates on a no-charge policy. Funds are provided from the school system's budget, primarily through revenue derived from the California Community Services Recreation Tax. Some special groups assess themselves nominal fees to extend the scope of their activities. Swimming, camping, and bus trips involve small charges. The aim is to make activities available to all children.

WHAT IS THE ROLE OF THE PARENT?

Parents are always welcome as interested spectators or to assist in the program as volunteers. P.T.A. recreation and youth services chairmen provide fine cooperation. Coordinators and recreation personnel invite such parent participation.

WHERE CAN FURTHER INFORMATION BE OBTAINED?

For additional information and materials, such as guides, brochures, films, color slides, and exhibits, or speakers, contact the Youth Services coordinator of the specific junior high school or call:

Youth Services Center Branch
3317 Bellevue Avenue
Los Angeles 26, California

Telephone: NOrmandie 5-5761

fact sheet on

THE SENIOR HIGH SCHOOL AND JUNIOR COLLEGE

YOUTH SERVICES PROGRAMS in the Los Angeles City Schools

WHAT IS YOUTH SERVICES?

"Youth Services" is the name for the Los Angeles City Schools' program of school-connected, out-of-class-hours recreation. This program involves sponsorship of organized, supervised, recreational activities for all age levels. Youth Services extends the educational process into the recreational setting by providing a "laboratory" in which pupils can develop and apply skills and knowledge learned in the classroom. The motto of the program is "Education via Recreation."

WHEN ARE YOUTH SERVICES EVENTS HELD?

The Youth Services Program is scheduled after regular school hours on weekday afternoons and evenings, on weekends, and during vacations and holidays.

WHERE ARE YOUTH SERVICES EVENTS HELD?

The Senior High School and Junior College Youth Services Programs are conducted primarily in school gymnasiums and rooms and on athletic fields. For special events, such facilities as camps, beaches, theaters, concert halls, museums, and parks are also utilized.

WHAT TYPES OF PHYSICAL RECREATION ACTIVITIES ARE INCLUDED?

Open recreation is provided through facilities available to individuals or groups on a "drop in and use it yourself" basis. Organized play includes team sports activities enjoyed by students and adults and a program of community recreation open to adult groups as well as to teenagers in the evening or on weekends. Throughout the year, a number of all-city tournaments and special events are provided through the Youth Services Program. These include such activities as badminton, tennis, golf, rifle shooting, chess, table tennis, fishing derbies, barber shop quartet events, singing contests, track and field events, swimming, archery, fly casting, and modern dancing.

WHAT TYPES OF SOCIAL RECREATION ACTIVITIES ARE INCLUDED?

Teenage and young adult groups conduct social recreation activities. These may involve clubs which sponsor dances and sports nights, or which are formed around special interests, such as photography, chess, mathematics, and various hobbies.

WHAT TYPES OF SPECIAL ACTIVITIES ARE INCLUDED?

A large number of special events are conducted throughout the year, including tours and excursions to such locations as the Coliseum, Sports Arena, Shrine Auditorium, Hollywood Bowl, Padua Hills, and the San Diego Zoo; all-city tournaments; skating parties; and dramatics and arts programs.

WHO ORGANIZES AND CONDUCTS ON-CAMPUS ACTIVITIES?

Youth Services provides recreation programs at three levels of responsibility. Some activities are organized and conducted directly by trained personnel employed on a full-time basis. In many instances, teachers select, plan, and conduct the activities through part-time assignments. A second type of service is extended to organized, off-campus groups which plan activities with professional guidance and leadership from the Youth Services Section. Finally, Youth Services assists off-campus groups which have programs completely established and which request to utilize school facilities through issuance of Civic Center permits.

WHAT DO YOUTH SERVICES ACTIVITIES COST THE PARTICIPANT?

The Los Angeles City Schools recognize that recreation is an integral part of the educational process and provide Youth Services activities at no cost to the participant. Funds are provided through revenue from the California Community Services Recreation Tax. Some special groups assess themselves nominal fees to extend the scope of their activities. Swimming and bus trips usually involve small charges.

WHERE CAN FURTHER INFORMATION BE OBTAINED?

For additional information or to request brochures, fact sheets, guides, color slide programs, exhibits, or speakers, contact the Senior High School Youth Services Office at 625-8921, extension 497.

fact sheet on

OPERATION SNOWBUNNY CONDUCTED BY THE YOUTH SERVICES SECTION

Los Angeles City Schools

WHAT IS OPERATION SNOWBUNNY?

It's a Saturday or holiday experience of fun in the snow for youngsters of the Los Angeles City Schools. They travel by school bus to the Big Pines recreation area, about 85 miles northeast of Los Angeles, for an afternoon of supervised activity.

WHEN DOES IT TAKE PLACE?

Normally, the trips begin during the last week in December and continue for 10 to 12 weekends, or as long as snow conditions are favorable. Excursions are scheduled also for February 12 and 22.

HOW MANY GO?

Started with one busload of pupils in 1953, the program has grown until it is estimated that 18,000 may participate in the current year. On a given day, there may be some 1800 youngsters and 50 adults in 30 school buses. Authorizations for trips are made to schools on a priority basis based on recency of prior reservations.

WHAT DO THEY DO?

Toboggan. Ride "snow pans." Make snow objects. Go on a scenic science hike. Enter a Photo Contest. Skiing is also available for a limited group.

HOW ARE PUPILS ORIENTED?

At the time the pupils sign for the trip at school, they receive an instructional checklist to take home and a permit to have signed and returned. The checklist (copies are available) covers such matters as clothing, food, and refreshments, schedule, bus rules, use of equipment, and safety. Further instruction is presented aboard the bus. At the destination, snow pans are demonstrated.

WHAT ARE THE ROLES OF THE PRINCIPAL AND FACULTY?

The principal or his delegated representative makes arrangements with the Youth Services Section and provides faculty sponsorship for the event. The faculty sponsor receives a special checklist of instructions (copies available).

WHAT ARE THE TRANSPORTATION ARRANGEMENTS?

Participants are transported by school buses with regular drivers. The charge is $1.50 for a round trip. Authorization is in accordance with the Education Code (244052). About 75 passengers ride each bus. Pupils are charged no other fees.

WHAT IS THE SCHEDULE OF OPERATION?

Pupils assemble at the school, and the bus leaves at 7:30-8:15 a.m. It arrives at Destination Snow-Fun at 10:30-11:30 a.m. Departure time is 2:30-3:30 p.m. Return at original point is about 6:00-7:00 p.m.

HOW IS THE SNOW AREA ORGANIZED?

Arriving in advance of the participants, members of the Youth Services Winter-Sports Patrol (all teachers experienced in winter activities) check the 20-acre site carefully. Toboggan slides and snow pan runs are planned so that they will be clear of obstructions. Directional and warning signs are posted.

WHAT ABOUT FOOD AND REFRESHMENTS?

Pupils are asked to bring their own food and drink, although a concession providing hot chocolate and snacks is available. The P.T.A. may send hot chocolate, cake, and other refreshments.

WHAT ARE THE SAFETY PRECAUTIONS?

The perimeter of the site is marked with easily visible signs. Members of the Winter-Sports Patrol, all clearly recognizable in their red jackets with Youth Services insignia, surround the area and observe the activities at all times. Demonstrations and "lessons" on use of equipment are conducted continually. Any outsiders coming into the area are required to obey the rules. First aid is available from experienced personnel. Virtually no one has been injured with the exceptions of those who disobeyed rules or were outsiders.

WHO OWNS THE AREA?

The area is used by permission of the U. S. Forest Service, whose personnel provide helpful guidance as well as seasonal storage space for equipment. Youth Services is most appreciative of this advice and assistance.

WHAT EQUIPMENT IS USED?

Experience indicates that five-foot, all-hardwood hickory toboggans, assembled with bolts (not screws) and with double runners, are best because of their solid structure. Youth Services has about 80 of these. Snow pans, today's version of the dish pan once used for sliding purposes, are all-metal, 18 gauge steel (not plastic or aluminum), 4 inches deep and 18½ inches in diameter, with rolled edge, and with galvanized, 30-inch pulling chains. Youth Services has nearly 400 of these.

HOW IS THE PROGRAM RELATED TO EDUCATIONAL PURPOSES?

Implementing the cardinal principle of educating for wholesome use of leisure time, the snow trips provide groups of youngsters with orientation to a healthful, participation-type, educational-recreational experience for lifelong enjoyment. For an estimated 80 per cent of the children, these snow trips are their first experience in winter activity. Instructional aspects include a narrative brochure entitled "Along the Way," which describes industrial, civic, and cultural points of interest; instruction in photography; and a science hike to an astrophysics laboratory.

WHAT ARE CURRENT PROBLEMS?

It is becoming evident that the history of public beach areas is now being repeated in the mountains. So many of the best sites have been taken over by private concerns that there is growing scarcity of suitable terrain which is accessible for public recreation purposes. Newly developed public areas, with necessary access roads, are greatly needed, as is long-range planning by federal, state, and local governments to provide adequate facilities for future public recreation needs as well as for privately financed development.

fact sheet on

OPERATION OUTDOORS CONDUCTED BY THE YOUTH SERVICES SECTION

Los Angeles City Schools

WHAT IS "OUTDOOR EDUCATION"?

Utilizing the natural environment for the study of various phases of science, the program of outdoor education helps children interpret, use, and conserve nature's resources wisely. It accelerates learning, strengthens previous learning, and enriches and extends the ongoing classroom program.

WHAT CAMPS DO THE LOS ANGELES CITY SCHOOLS MAINTAIN?

Facilities are maintained at Clear Creek School Camp, an all-year-round, 107-acre site in the Angeles National Forest; Point Fermin Lighthouse Camp, a summer camp in the San Pedro beach area; and Camp Crystal, a summer day camp in Griffith Park. Gold Creek, a 250-acre site acquired in 1950, is not yet utilized. Separate fact sheets or brochures describing each camp are available.

WHEN DID THE PROGRAMS ORIGINATE?

In 1925, the first camp lease was obtained for the Tujunga-Clear Creek area. Camp Crystal has been in operation since 1953; Point Fermin Camp has been maintained since 1948.

WHO ARE THE PERSONNEL? WHAT ABOUT EMPLOYMENT?

Each camp is staffed by qualified personnel. These include a camp director, counselors, recreation director, playground director, play leaders, cooks, maintenance men, and pool guards. Teachers and college recreation majors are among those who serve on the staff. The Youth Services Section supervises Clear Creek School Camp and Point Fermin; the Elementary Physical Education and Youth Services personnel conduct Camp Crystal. Employment opportunities are very limited.

WHAT ARE THE FACILITIES?

Clear Creek has a lodge, dining room, sleeping cabins, kitchen, swimming pool, and rooms or areas for crafts, games, science activities, dancing, study, and nature work. It accommodates 40-80 pupils. Point Fermin has four sleeping tents for boys and four for girls. Capacity is 90 pupils. Camp Crystal, located in a grassy meadow, has fireplaces, restrooms, transportable supplies, and a materials container. Eighty pupils are accommodated per week. Youngsters bring sack lunches, have cookouts, or are furnished school cafeteria-prepared meals.

WHO PARTICIPATES IN THE PROGRAM?

Since 1925, more than 60,000 campers have visited Clear Creek Camp. During the school year, 6th-grade pupils and their teachers attend; weekends are for junior and senior high school. The summer program has a similar schedule. During the 10 summer weeks, Point Fermin Camp accommodates boys and girls of ages 9 to 11 from three schools each week. Camp Crystal is utilized by youngsters from ages 8 to 11 for a 5-day experience in day camping. Children are assigned by schools on a citywide rotating system of reservations.

WHAT ARE THE CAMP ACTIVITIES?

All camp programs combine education with recreation by planning periods of activity correlated with elementary and secondary courses of study in such areas as arithmetic, reading, composition, geography, history, natural science, conservation, physical science, music, arts, crafts, manual work, health, citizenship, physical education, and moral and spiritual values. Depending upon the location and length of the camping period, typical experiences for youngsters include study of erosion control, fire prevention, and tree culture; participation in archery, hiking, fishing, boating, shell crafts, handicrafts, dancing, swimming, singing, cookery, nature lore, dramatics, and campfire programs; and trips to such points of interest as the Planetarium, Fern Dell, Travel Town, Pony Ride, Merry-go-Round, Bird Sanctuary, and Griffith Park Zoo.

WHAT SAFETY PRECAUTIONS ARE OBSERVED?

First-aid training is required of all personnel. Staff members from Safety and Driver Instruction Section periodically conduct inspections to assure that there are no fire, swimming, or other hazards.

WHAT IS THE LEGAL AUTHORITY FOR THE OUTDOOR EDUCATION PROGRAM?

Authoriaations for the outdoor education program are provided in the Community Recreation Act of 1939, the Outdoor Science Education and Conservation Program of 1951, and the California Education Code, Sections 7951 and 6351.

WHAT ARE THE COSTS?

At Clear Creek School Camp and at Camp Point Fermin, the cost per camper is $10.00 for five days. At Camp Crystal, the fee is $1.50 for five days. Revenue derived from camper fees aids in covering the costs of food, food services, and transportation.

WHAT ARE THE VALUES OF OUTDOOR EDUCATION?

The California State Department of Education points out that: "The extension of the school curriculum into the out-of-doors has been one of the most significant developments in education in recent years." Jay Nash, noted recreation-education leader, states: "The school-community camp program represents a natural and desirable extension of the school curriculum. It is education."

WHAT ARE THE RESULTS?

Praise of the program consistently comes from parents, children, teachers, administrators . . . Office files contain many case histories attesting to the benefits of outdoor education on pupils' intellectual awareness, personal habits, and group cooperation . . . "When do we go again?" . . . "Wish we could do it regularly." . . . "I learned so much."

WHAT IS THE FUTURE OF OUTDOOR EDUCATION?

Parents' evaluations and committee reports are concerned with an expanded program and additional facilities . . . More and more persons are outdoors-minded; yet fewer and fewer areas are available for school use . . . The trend has changed from "school camping" to "outdoor education" and is moving toward "education in the outdoors" and "schools in the outdoors."

fact sheet on

OPERATION ROLLERAMA CONDUCTED BY THE YOUTH SERVICES SECTION

Los Angeles City Schools

WHAT IS "ROLLERAMA"?

"Rollerama" is the rollerskating program conducted by the Youth Services Section of the Los Angeles City Schools. Portable kits, containing all the necessary equipment for roller-skating fun at school sites, are transported by truck to schools throughout the Los Angeles City System. Assignments for use of the skating kits are made on a reservation basis.

WHEN DID IT BEGIN -- AND WHY?

The program was established in 1957 on an experimental basis as a means of furnishing boys and girls with a shared social activity in which fun was combined with the benefits of physical exercise and the development of skills, rhythm sense, and coordination. Skating has been accepted by participants and educators alike so enthusiastically that the program has since been expanded at both elementary and secondary school levels on a city-wide basis.

HOW DO THE ELEMENTARY AND JUNIOR HIGH PROGRAMS DIFFER?

At the junior high school level, pupils at the majority of the schools skate indoors in gymnasiums or in multi-purpose rooms. Plastic wheels provide maximum protection for the polished wood floors. Enthusiastic testimonials have been received from administrators and custodians. Elementary school children use skates with hard rubber wheels outdoors on the school playgrounds. The length of the skating period usually is determined by the local sponsors, depending upon the number of skaters and the time available. One hundred-fifty pupils can skate at one time.

WHO CONDUCTS THE PROGRAM?

Generally, the teachers of the local school serving as Youth Services personnel conduct the program with the assistance of a Youth Services specialist. He coordinates the event, schedules deliveries, maintains skate repair, and acts as a consultant regarding arrangements. An overall guide to aid sponsors, entitled "Planning Your Roller Skating Party," is available from the Youth Services Section.

WHAT KIND OF ACTIVITIES ARE INCLUDED?

"Rollerama" is a flexible program. It may, for example, be held in conjunction with a dance or with a costume party. Accompanied with music, "all skate," "couples only," "trios only," and the traditional "grand march" are typical events.

WHAT EQUIPMENT IS USED?

In addition to the skates, equipment includes a record player, which also serves as a public address system so that sponsors can easily direct the entire group; records; pylons or "safety cones," made of soft rubber, to mark off boundaries and non-skating areas; signs or cards announcing the various activities; and sizing boards to indicate correct skate sizes. The area should be large enough to permit ample room for the participants; 20 square feet per skater is recommended.

WHAT DOES IT COST THE PARTICIPANTS?

Usually, no charge is made. In some cases, a small admission fee is established to cover the cost of refreshments.

HOW SAFE IS THE PROGRAM?

Strict adherence to a few basic safety rules has aided in maintaining an excellent safety record: (1) all skaters skate in the same direction; (2) backward skating is permitted only under controlled conditions; (3) excessive speed, cutting across floor, blocking, pushing, and other forms of "horseplay" are not permitted. Close supervision and use of selected student "guards" help to maintain control.

WHAT ARE THE VALUES OF THE PROGRAM?

At the elementary school level, rollerskating on the playground protects pupils from street dangers. Junior high school boys and girls lose their feelings of awkwardness and shyness during the activity. Rollerskating provides social contact above reproach at both levels through use of a skill that is known to most and easily learned by all.

WHAT IS THE REACTION TO THE PROGRAM?

Acceptance of the program has been overwhelming. School administrators whose pupils have used the skates for the first time have made repeated requests for their return. Principals and teachers praise the program in such terms as "better than dancing," "excellent," "overwhelming success."

"SATURDAY" PLAYGROUNDS

A Summary of the "Saturday" Playground Guide
For Secondary School Youth Services Personnel

CHAPTER

I. WHO DOES WHAT AND IS RESPONSIBLE TO WHOM? --Characteristics of a good playground director: on the job regularly. . . properly attired and acts professionally---does Y.S., not personal jobs, on duty. . . doesn't just sit in office but moves around. . . maintains a planned program. . . confers with administrators, financial managers, school secretary, Y.S. Coordinator, custodian, P.E. chairman, P.T.A. chairman. . .

II. WHERE AND HOW TO GET PARTICIPANTS --Develop faculty, student, community backing; uses bulletins, Student Council, P.E. classes, homerooms, clubs, P.S.A. . .

III. WHAT GENERAL TYPES OF PROGRAMS TO SET UP --Leagues (flag football, basketball), archery, crafts, badminton, gymnastics, tournaments (table tennis, shuffleboard, handball, paddle tennis, chess, checkers), special interest clubs (music, drama, stamps, coins, photography, record listening). . .

IV. WHAT SPECIAL EVENTS TO SCHEDULE --Social (father-son or -daughter, mother-son or -daughter, rollerskating, dances, ice-cream socials, watermelon feeds). . . holiday and seasonal (Boys and Girls Week, Recreation Month, Easter). . . sports clinics, contests, playdays, inter-playground and exchange programs. . . camping, tours, and trips (see special bulletin), culminating events. . .

V. WHAT PROGRAMS TO SCHEDULE FOR GIRLS --Recruit through G.A.C. flyers, bulletins to parents, P.E. classes. . . seasonal sports, special dance classes, singing groups, handicrafts, posture classes, talent groups. . .special events (co-ed dance, folk dance, carnival, modern dance recital, handicraft exhibit, nosebag lunch day, basketball or softball round robin). . .

VI. WHAT PUBLICITY AND PROMOTION TO PRESENT --Bulletins, displays, announcements, signs and posters, photographs and films, P.T.A. publicity chairman and recreation chairman. . . other agencies (Coordinating councils, service clubs). . . articles and features. . . assemblies. . . interest inventory. .

VII. WHAT TO DO ABOUT SUPPLIES AND EQUIPMENT --Make and use an inventory. . . order a semester in advance. . . check for defects. . . arrange with custodian for repairs. . . take no money or personal effects as "deposits". . . mark all equipment with "Y.S.". . .

VIII. WHAT TYPICAL RULES AND REGULATIONS TO REQUIRE --Open only during posted hours. . . no climbing fences. . . only personnel retrieve balls, etc. . . no smoking. . . no cleated shoes. . . only authorized Y.S. games. . . no moving or motor-drawn vehicles.

IX. WHAT TO DO ABOUT CERTAIN IMPORTANT MATTERS --

Opening the Grounds --Arrange for keys. . . arrive early and check plans. . . open enough gates. . .

Assignment and Work Authorization --Check hours and days of assignments, rate of pay, etc. . .

Attire and Attitude --Wear Y.S. uniform. . . red cap. . . be enthusiastic. . . be dignified. . .

Discipline and Supervision --Notify administrators of serious infractions. . strictly observe game rules. . . circulate constantly. . .

Finances --Work with financial manager. . . keep accounting records. . . keep no cash on hand. . . use purchase orders. . . obtain receipts. . .

Inclement weather conditions --Schedule indoor games. . . have music listening, reading, crafts, films. . .

Recognition and Awards --Use certificates, ribbons, publicity. . .

Records and Reports --Prepare for accidents, attendance. . .

Safety, Emergencies, First Aid--Review Safety Handbook. . . Post key phone numbers. . .

Transportation --Avoid using private cars unless adequately insured. . . conduct only authorized trips. . . see suggestions on tours. . .

Closing the Playground --Follow a check list. . . sound warning signal early. . . clear all rooms. . . lock all doors and gates. . .

X. WHAT TO LOOK FOR IN EVALUATING THE PROGRAM --Review standards, strengths, weaknesses. . . records and reports. . . meeting the needs of children. . . variety of activities. . . distribution of types of attendance. . . cooperation with faculty and community. . . public relations. . .

XI. WHERE TO OBTAIN FURTHER INFORMATION --

Playground Guides
  Elementary
  Junior High
  Senior High

Safety Handbook

Youth Services Policies Governing Secondary Finance